

Our school community is one with high expectations.  
We are collaborative and inclusive of all.  
We deliver a 21<sup>st</sup> century guaranteed and viable curriculum that results in outstanding student achievement.

Spanish Curriculum Overviews links directly to:

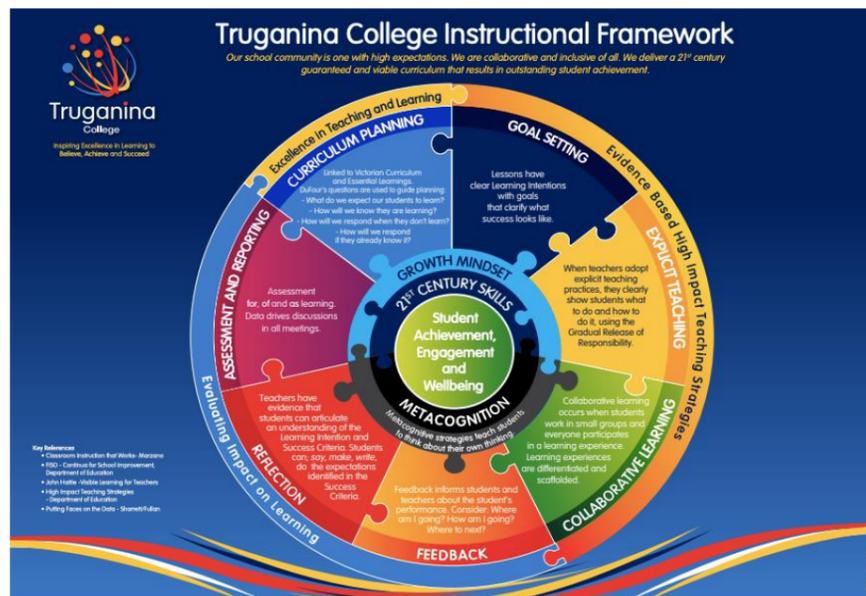
HIGH IMPACT TEACHING STRATEGIES (HITS)



The planning, teaching and learning of the Spanish Language Curriculum links directly to the College’s Strategic Plan goals:

- Goal 1: To grow each student’s learning outcomes across all curriculum areas, with a focus on Literacy and Numeracy.
- Goal 2: To strengthen a positive culture for learning that empowers both students and staff.
- Goal 3: To increase community connectedness in supporting outstanding student achievement.

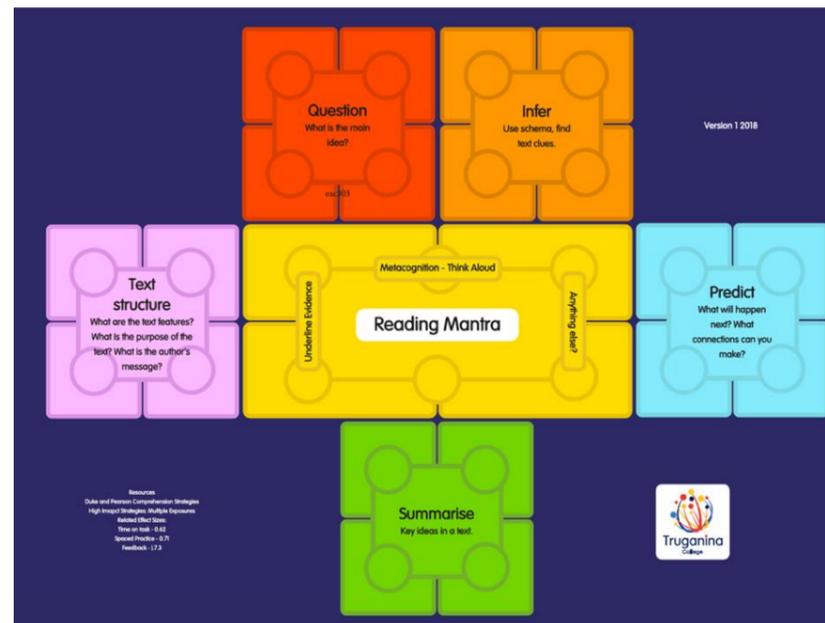
Instructional Framework



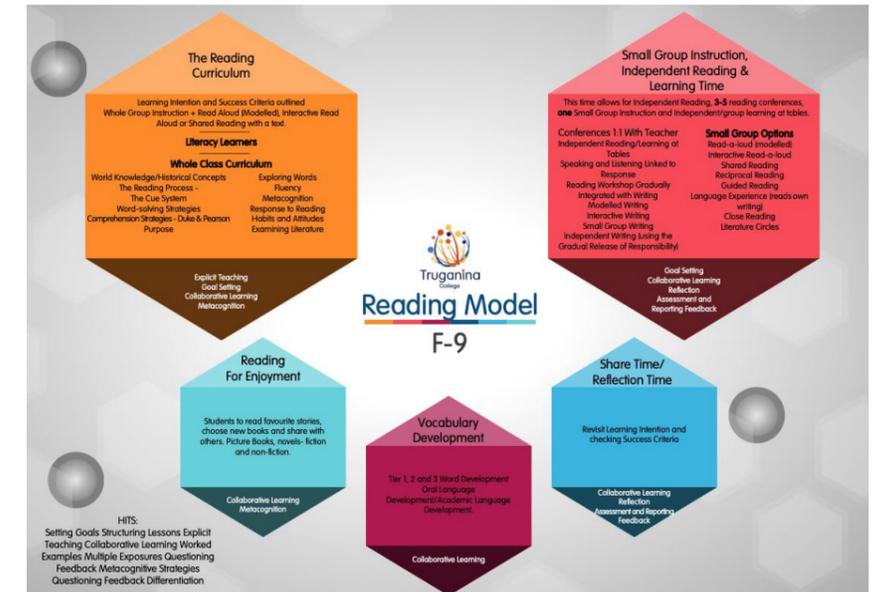
Curriculum Planning- Refer to DuFour’s Questions

Assessment & Reporting – Data drives discussion in all meetings

Reading Mantra



Reading Model



|                                                          | Term 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Term 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Term 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Term 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| Pathway 1 - First year Spanish elective (Semester based) | <p><b>Communicating - Socialising</b><br/>Participate in guided group activities and simple transactions such as games, performances, songs and rhymes, using modelled repetitive language (VCESC110)</p> <p><b>Communicating - Translating</b><br/>Translate frequently used words and simple phrases using visual cues and resources such as word lists (VCESC116)</p> <p><b>Understanding - Systems of language</b><br/>Recognise and reproduce the sounds and rhythms of simple spoken Spanish, noticing how they are produced and how they are represented in writing (VCESU120)</p> <p><b>Inferring</b></p>                                                                                                           | <p><b>Communicating - Socialising</b><br/>Interact with teacher and peers to introduce self, greet and farewell others and describe friends, family and favourite things (VCESC109)</p> <p><b>Communicating - Informing</b><br/>Locate specific words and expressions in simple print, spoken and digital texts such as charts, lists, songs, rhymes and stories, and use information to complete guided spoken and written tasks (VCESC112)</p> <p><b>Understanding - Systems of language</b><br/>Notice and apply grammatical rules such as those relating to gender, simple verb forms and definite articles when describing people, places, things and relationships (VCESU121)</p> <p><b>Monitoring comprehension</b></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Year 4                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p><b>Communicating - Socialising</b><br/>Interact with teacher and peers to exchange information about aspects of their personal world such as school, home, everyday routines and favourite pastimes (VCESC127)</p> <p><b>Communicating - Informing</b><br/>Present information about personal or shared interests or experiences, using simple descriptive language and supporting resources such as tables, lists and images (VCESC131)</p> <p><b>Understanding - Systems of language</b><br/>Notice and apply elements of Spanish grammar such as gender, singular/plural forms, adjectives, adverbs, verb forms, pronouns and prepositions in simple spoken, written and digital texts (VCESU139)</p> <p><b>Setting a purpose</b></p> | <p><b>Communicating - Informing</b><br/>Gather and share information from peers and from texts relating to the Spanish-speaking world and to areas such as home, school, routines, responsibilities and interests (VCESC130)</p> <p><b>Communicating - Reflecting</b><br/>Explore own sense of identity, for example, by discussing membership of groups such as a club, a country or a language speaking community, and how these elements of identity are reflected in language use (VCESC137)</p> <p><b>Understanding - Language variation and change</b><br/>Identify the variety of languages represented in the school, local community and general Australian population (VCESU143)</p> <p><b>Retelling and summarising</b></p> |
| Year 5                                                   | <p><b>Communicating - Socialising</b><br/>Interact using descriptive and expressive language to share interests, special celebrations and leisure activities, and to express feelings, state preferences and give opinions (VCESC145)</p> <p><b>Communicating - Informing</b><br/>Present information about aspects of language and culture in the Spanish-speaking world for specific audiences, using diagrams, charts, timelines and guided reports (VCESC149)</p> <p><b>Understanding - Systems of language</b><br/>Understand and use grammatical elements such as tenses, pronouns, prepositions, conjunctions, adverbs and noun-adjective agreements to construct simple texts for different purposes (VCESU157)</p> | <p><b>Communicating - Reflecting</b><br/>Compare ways of communicating in particular Australian and Spanish-speaking contexts (VCESC154)</p> <p><b>Understanding - Language variation and change</b><br/>Recognise that the Spanish language has different forms, roles and functions in different contexts and communities (VCESU161)</p> <p><b>Understanding - Role of language and culture</b><br/>Reflect on own language use at home, at school and in the community, considering how this may be interpreted by young Spanish speakers (VCESU162)</p> <p><b>Retelling and Summarising</b></p>                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

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|                                            | Setting a purpose                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Pathway 2-<br>First year Spanish elective  | <p><b>Communicating - Socialising</b><br/>Interact with teacher and peers to exchange information about self, family, friends and leisure activities, and to express feelings, likes and dislikes(VCESC001)</p> <p><b>Communicating - Informing</b><br/>Present information on selected topics in spoken, written and digital forms (VCESC005)</p> <p><b>Communicating – Reflecting</b><br/>Consider how aspects of identity such as family background, age and interests impact on intercultural exchange. (VCESC011)</p> <p><b>Understanding – Language variation and change</b><br/>Understand that Spanish, like all languages, is used in different ways according to roles, relationships and social and cultural contexts (VCESU015)</p> <p><b>Questioning</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><b>Communicating: Socialising</b><br/>Participate in classroom routines and interactions by following instructions, asking and answering questions and expressing opinions (VCESC003)</p> <p><b>Understanding – Systems of language</b><br/>Understand and use the main elements of the Spanish grammatical system, including definite and indefinite articles, gender and number agreement, present tense of regular and common irregular verbs, and simple sentence construction, paying attention to word order(VCESU013)</p> <p><b>Text structure</b></p> | <p><b>Communicating: creating</b><br/>Engage with imaginative and creative texts such as narratives, poems, songs, films or comics, comparing favourite elements and discussing characters, events and ideas (VCESC006)</p> <p><b>Understanding – Language variation and change</b><br/>Recognise that Spanish is a global language that is spoken in a variety of forms in different communities around the world, including Australia (VCESU017)</p> <p><b>Understanding – Language variation and change</b><br/>Understand the dynamic nature of languages (VCESU016)</p> <p><b>Predicting, inferring</b></p> | <p><b>Communicating – Translating</b><br/>Translate and compare simple texts such as public signs, menus and advertisements in Spanish and English, noticing that it is not always possible to translate word for word (VCESC008)</p> <p><b>Communicating: Socialising</b><br/>Participate in collaborative activities and events that involve planning, making arrangements, transacting and negotiating (VCESC002)</p> <p><b>Inferring, predicting</b></p>                                                                                                                                                                                                                                                              |
| Pathway 2-<br>Second Year Spanish elective | <p><b>Communicating - Socialising</b><br/>Interact with teacher and peers to exchange information about self, family, friends and leisure activities, and to express feelings, likes and dislikes(VCESC001)</p> <p><b>Communicating - Translating</b><br/>Create simple bilingual texts such as learning resources, online announcements, games and displays for use in the classroom, school or wider community (VCESC009)</p> <p><b>Communicating - Reflecting</b><br/>Preparing a class profile for online exchange with Spanish-speaking students, selecting resources such as photos, captions or symbols to capture the diversity of cultural backgrounds, languages, interests and values represented in the class, and reflecting on what this profile shows about the nature of intercultural communication in Australia. (VCESC011)</p> <p><b>Understanding - Systems of language</b><br/>Understand and use the main elements of the Spanish grammatical system, including definite and indefinite articles, gender and number agreement, present tense of regular and common irregular verbs, and simple sentence construction, paying attention to word order(VCESU013)</p> <p><b>Visualising</b></p> | <p><b>Communicating - creating</b><br/>Create short imaginative texts such as cartoons, raps and stories to communicate own ideas, experiences and emotions (VCESC007)</p> <p><b>Understanding - Systems of language</b><br/>Notice the role and importance of pronunciation and intonation in Spanish, for example, to distinguish between statements, questions and exclamations, and understand Spanish writing conventions such as inverted question marks at the start of questions (VCESU012)</p> <p><b>Text structure, visualising</b></p>                | <p><b>Communicating: Socialising</b><br/>Participate in classroom routines and interactions by following instructions, asking and answering questions and expressing opinions (VCESC003)</p> <p><b>Communicating - Translating</b><br/><i>Translate and compare simple texts such as public signs, menus and advertisements in Spanish and English, noticing that it is not always possible to translate word for word (VCESC008)</i></p> <p><b>Text structure, questioning</b></p>                                                                                                                              | <p><b>Communicating - Reflecting</b><br/>Consider how aspects of identity such as family background, age and interests impact on intercultural exchange (VCESC011)</p> <p><b>Communicating: Socialising</b><br/>Participate in collaborative activities and events that involve planning, making arrangements, transacting and negotiating (VCESC002)</p> <p><b>Communicating - Reflecting</b><br/>Notice while participating in intercultural activities that interaction involves culture as well as language (VCESC010)</p> <p><b>Understanding – Role of Language and culture</b><br/>Recognise the interconnected relationship between language and culture (VCESU018)</p> <p><b>Questioning and summarising</b></p> |

Last Updated: 20<sup>th</sup> August 2020

The Spanish Curriculum links directly to:

- **High Impact Teaching Strategies**

The Department of Education and Training’s 2017 guide contains descriptions, examples, references and effect sizes for each of the 10 High Impact Teaching Strategies (HITS) being Setting Goals, Structuring Lessons, Explicit Teaching, Worked Examples, Collaborative Learning, Multiple Exposures, Questioning, Feedback, Metacognitive Strategies, and Differentiated Teaching: <https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/hits.aspx>

- **Duke & Pearson Comprehension Strategies**

For a succinct review of Duke & Pearson's 9 reading strategies (Inferring, Predicting, Questioning, Think-aloud (Metacognition), Text Structure, Visualising, Setting a Purpose, Monitoring Comprehension, Retelling and Summarising to improve students' comprehension of texts, see Link: <https://docs.google.com/document/d/1EX3DR3V7MHUzfcCF5YZ8aaHeJAc98wjQC59raZXjGrg/edit>

- **21st century Learning**

Ways of Thinking: Creativity & Innovation, Critical Thinking, Problem Solving & Decision Making, Learning to Learn

Ways of Working: Communication & Collaboration

Ways of Living in the World: Local & Global Citizenship, Personal & Social Responsibility, Life & Career

Tools for Working: Information Literacy, Information & Communication Technology (ICT) Literacy

- **Critical & Creative Thinking Curriculum**

For the structure, scope and sequence and resources see Link:

<https://victoriancurriculum.vcaa.vic.edu.au/critical-and-creative-thinking/introduction/scope-and-sequence>