

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.

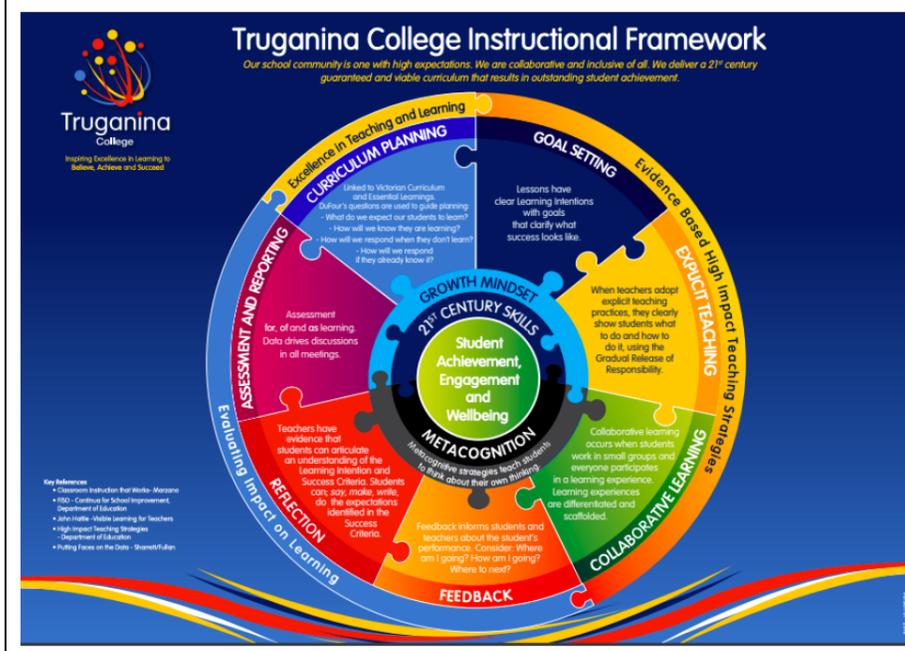
The Spanish Curriculum links directly to:

High Impact Teaching Strategies (HITS)



The planning, teaching and learning of the Spanish Curriculum link directly to the College's Strategic Plan goals:  
**Goal 1: To improve student learning outcomes in literacy and numeracy.**  
**Goal 2: To empower students to become independent and self-regulating learners.**  
**Goal 3: To enhance the health and wellbeing of all students.**

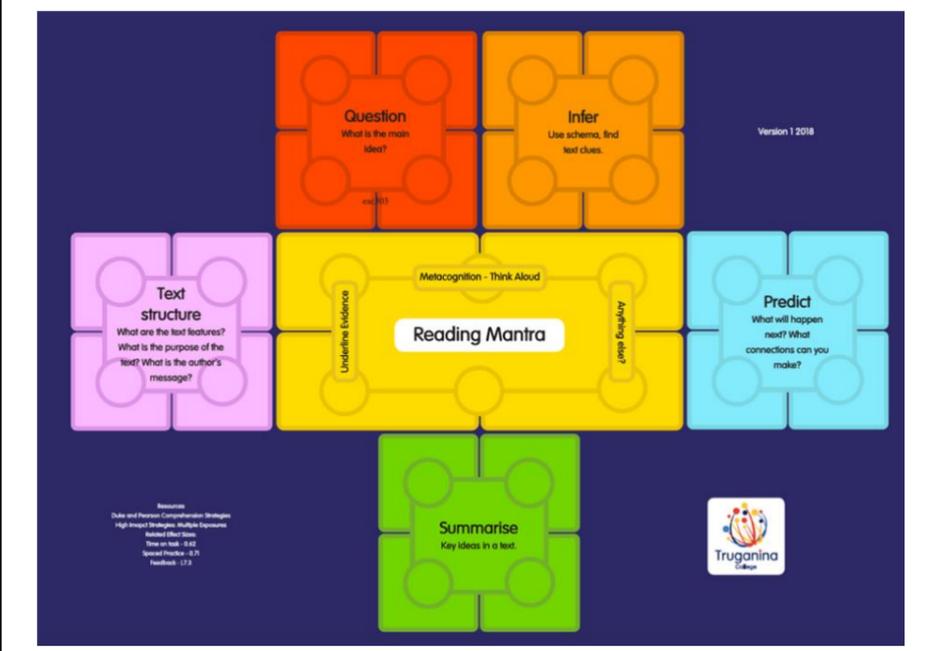
Instructional Model



**Curriculum Planning - Refer to DuFour's questions**  
 What do we need our students to learn?  
 How will we know they are learning?  
 What will we do if they have already learned?  
 What will we do if they have not learned?

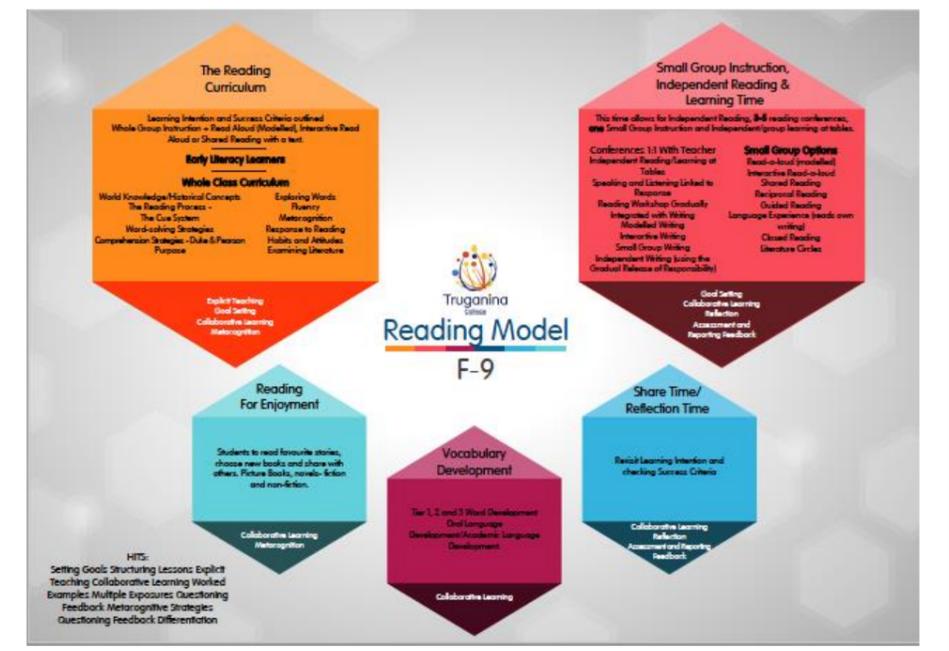
Assessment & Reporting - Data drives discussion in all meetings

Reading Mantra



- 21st century skills**
- Ways of Thinking: Creativity & Innovation, Critical Thinking, Problem Solving & Decision Making, Learning to Learn
  - Ways of Making: 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

Reading Model



Duke & Pearson Comprehension Strategies

	Term 1	Term 2	Term 3	Term 4
<b>Foundation</b>	<p><b>Communicating - Socialising</b> Interact with teacher and peers to introduce self, greet and farewell others and describe friends, family and favourite things (VCESC109) Recognise and respond to classroom interactions such as opening and closing of lessons, transition activities, answering simple questions and following classroom instructions (VCESC111) <b>Communicating - Translating</b> Translate frequently used words and simple phrases using visual cues and resources such as word lists (VCESC116)</p>	<p><b>Communicating - Socialising</b> Participate in guided group activities and simple transactions such as games, performances, songs and rhymes, using modelled repetitive language (VCESC110) <b>Communicating - Translating</b> Create simple print or digital texts that use both Spanish and English, such as labels, captions, wall charts and picture dictionaries (VCESC117) <b>Understanding - Systems of language</b> 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>Communicating - Informing</b> Present factual information about self, family, friends and everyday objects using simple statements and support materials (VCESC113) <b>Understanding - Language variation and change</b> Understand that the English and Spanish languages borrow words from each other (VCESU124) Recognise that Spanish is one of many languages spoken around the world and in Australia (VCESU125)</p>	<p><b>Communicating - Reflection</b> Recognise what aspects of songs, stories, rhymes and pictures from Spanish-speaking cultures may look or feel similar or different to own language(s) and culture(s) (VCESC118) Recognise themselves as belonging to groups, for example, 'my friends', 'my class', 'my school', 'my family' and 'my community' (VCESC119) <b>Understanding - Role of language and culture</b> Notice some differences and similarities in cultural practices between Spanish speakers and Australian-English speakers (VCESU126)</p>
<b>Year 1</b>	<p><b>Communicating - Socialising</b> Interact with teacher and peers to introduce self, greet and farewell others and describe friends, family and favourite things (VCESC109) Recognise and respond to classroom interactions such as opening and closing of lessons, transition activities, answering simple questions and following classroom instructions (VCESC111) <b>Communicating - Translating</b> Translate frequently used words and simple phrases using visual cues and resources such as word lists (VCESC116)</p>	<p><b>Communicating - Socialising</b> Participate in guided group activities and simple transactions such as games, performances, songs and rhymes, using modelled repetitive language (VCESC110) <b>Communicating - Translating</b> Create simple print or digital texts that use both Spanish and English, such as labels, captions, wall charts and picture dictionaries (VCESC117) <b>Understanding - Systems of language</b> 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>Communicating - Informing</b> Present factual information about self, family, friends and everyday objects using simple statements and support materials (VCESC113) <b>Understanding - Language variation and change</b> Understand that the English and Spanish languages borrow words from each other (VCESU124) Recognise that Spanish is one of many languages spoken around the world and in Australia (VCESU125)</p>	<p><b>Communicating - Reflection</b> Recognise what aspects of songs, stories, rhymes and pictures from Spanish-speaking cultures may look or feel similar or different to own language(s) and culture(s) (VCESC118) Recognise themselves as belonging to groups, for example, 'my friends', 'my class', 'my school', 'my family' and 'my community' (VCESC119) <b>Understanding - Role of language and culture</b> Notice some differences and similarities in cultural practices between Spanish speakers and Australian-English speakers (VCESU126)</p>
<b>Year 2</b>	<p><b>Communicating - Socialising</b> Interact with teacher and peers to introduce self, greet and farewell others and describe friends, family and favourite things (VCESC109) <b>Communicating - Informing</b> Present factual information about self, family, friends and everyday objects using simple statements and support materials (VCESC113) <b>Understanding - Systems of Language</b> 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>Communicating - Informing</b> 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) <b>Communicating - Translating</b> Translate frequently used words and simple phrases using visual cues and resources such as word lists (VCESC116) <b>Understanding - Language variation and change</b> Recognise that in Spanish different words and language forms are used to address and greet people according to relationship, context and time of day (VCESU123)</p>	<p><b>Communicating - Socialising</b> Participate in guided group activities and simple transactions such as games, performances, songs and rhymes, using modelled repetitive language (VCESC110) <b>Communicating - Translating</b> Translate frequently used words and simple phrases using visual cues and resources such as word lists (VCESC116) <b>Understanding - Systems of language</b> Understand that language is organised as 'text' and recognise features of familiar texts such as charts, labels, rhymes and stories (VCESU122)</p>	<p><b>Communicating - Creating</b> Participate in shared reading, or viewing or listening to short imaginative texts and respond through mime, drawing and dance (VCESC114) <b>Communicating - Reflecting</b> Recognise themselves as belonging to groups, for example, 'my friends', 'my class', 'my school', 'my family' and 'my community' (VCESC119) <b>Understanding - Language Variation and Change</b> Understand that the English and Spanish languages borrow words from each other (VCESU124)</p>
<b>Year 3</b>	<p><b>Communicating - Socialising</b> Interact with teacher and peers to exchange information about aspects of their personal world such as school, home, everyday routines and favourite pastimes (VCESC127) <b>Communicating - Informing</b> 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) <b>Understanding - Systems of language</b> Recognise that texts such as stories, emails and dialogues have particular characteristic features, and notice similarities and differences between some Spanish and English versions (VCESU140)</p>	<p><b>Communicating - Socialising</b> Participate in everyday classroom exchanges such as responding to simple questions, asking permission, requesting help, asking how to say or write something, asking for repetition and complimenting others (VCESC129) <b>Communicating - Translating</b> Create bilingual texts such as action games, songs, stories or photo captions, and identify and discuss aspects of culture represented in the texts (VCESC135) <b>Understanding - Language variation and change</b> Understand that language use varies according to the age and relationship of participants (VCESU141)</p>	<p><b>Communicating - Informing</b> Present information about personal or shared interests or experiences, using simple descriptive language and supporting resources such as tables, lists and images (VCESC131) <b>Communicating - Creating</b> Create short imaginative texts such as dialogues and stories using modelled language (VCESC133) <b>Understanding - Systems of language</b> 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>Communicating - Reflecting</b> 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) <b>Understanding - Systems of language</b> Experiment with Spanish pronunciation, intonation and spelling rules, including patterns associated with questions and statements (VCESU138) <b>Understanding - Language variation and change</b> Identify the variety of languages represented in the school, local community and general Australian population (VCESU143)</p>

<p><b>Year 4</b></p>	<p><b>Communicating - Socialising</b> 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 - Socialising</b> Participate in everyday classroom exchanges such as responding to simple questions, asking permission, requesting help, asking how to say or write something, asking for repetition and complimenting others (VCESC129)</p> <p><b>Understanding - Systems of language</b> Experiment with Spanish pronunciation, intonation and spelling rules, including patterns associated with questions and statements (VCESU138)</p>	<p><b>Communicating - Informing</b> 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>Communicating - Reflecting</b> 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> Identify the variety of languages represented in the school, local community and general Australian population (VCESU143)</p>	<p><b>Communicating - Socialising</b> Participate in collaborative tasks and experiences such as creating and presenting a display or performance and following procedures and instructions (VCESC128)</p> <p><b>Communicating - Informing</b> 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>Understanding - Systems of language</b> 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>Communicating - Creating</b> Read, view and listen to stories, children’s television programs and songs and make simple statements about characters, themes and reactions (VCESC132)</p> <p><b>Communicating - Reflecting</b> Interact in Spanish using simple phrases and expressions, recognising how language reflects cultural practices (VCESC136)</p> <p><b>Understanding - Systems of language</b> Recognise that texts such as stories, emails and dialogues have particular characteristic features, and notice similarities and differences between some Spanish and English versions (VCESU140)</p>
<p><b>Year 5</b></p>	<p><b>Communicating - Socialising</b> 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 - Socialising</b> Interact in class activities and routines by asking and responding to questions, asking for clarification and making suggestions (VCESC147)</p> <p><b>Communicating - Informing</b> 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> Attend to the pronunciation of sounds and intonation patterns used in social interactions and apply writing conventions such as question and exclamation marks (VCESU156)</p>	<p><b>Communicating - Informing</b> Listen to, view and read texts in order to identify aspects of life in Spanish-speaking contexts and communities (VCESC148)</p> <p><b>Communicating - Socialising</b> Collaborate with peers to plan and conduct different elements of shared tasks, transactions or activities (VCESC146)</p> <p><b>Understanding - Systems of language</b> 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>Understanding - Role of language and culture</b> 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>Communicating- Creating</b> Produce a variety of texts such as scripted performances, raps and digital stories using imaginary characters, places, ideas and events (VCESC151)</p> <p><b>Communicating – Translating</b> Translate simple texts that provide comparisons between cultural aspects of meaning-making in Spanish and English and note how language cannot always be directly translated (VCESC152)</p> <p><b>Understanding - Language variation and change</b> Recognise that the Spanish language has different forms, roles and functions in different contexts and communities (VCESU161)</p>	<p><b>Communicating – Translating</b> Create own bilingual texts and learning resources, such as displays, posters, word banks and glossaries for the classroom/school environment (VCESC153)</p> <p><b>Communicating - Reflecting</b> Compare ways of communicating in particular Australian and Spanish-speaking contexts (VCESC154)</p> <p><b>Understanding - Language variation and change</b> Recognise that the Spanish language has different forms, roles and functions in different contexts and communities (VCESU161)</p>
<p><b>Year 6</b> (From 7-10 strand)</p>	<p><b>Communicating - Socialising</b> 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>Understanding - Systems of language</b> 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>Communicating - Socialising</b> 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 - Socialising</b> Participate in classroom routines and interactions by following instructions, asking and answering questions and expressing opinions (VCESC003)</p> <p><b>Communicating - Reflecting</b> Consider how aspects of identity such as family background, age and interests impact on intercultural exchange (VCESC011)</p>	<p><b>Communicating - Informing</b> Obtain factual information from a range of spoken, written and digital texts, identify key points and use the information in new ways (VCESC004)</p> <p><b>Communicating – Translating</b> 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>Understanding - Systems of language</b> 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>Communicating - Socialising</b> Participate in collaborative activities and events that involve planning, making arrangements, transacting and negotiating (VCESC002)</p> <p><b>Communicating- Creating</b> 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> 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>Understanding - Systems of language</b> Recognise and describe features of familiar types of texts, and notice how these contribute to the making of meaning (VCESU014)</p>

<p>Year 7</p>	<p><b>Communicating - Socialising</b> 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> Present information on selected topics in spoken, written and digital forms (VCESC005)</p> <p><b>Communicating – Reflecting</b> 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> 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> 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> 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> 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> 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> Understand the dynamic nature of languages (VCESU016)</p> <p><b>Predicting, inferring</b></p>	<p><b>Communicating – Translating</b> 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> Participate in collaborative activities and events that involve planning, making arrangements, transacting and negotiating (VCESC002)</p> <p><b>Inferring, predicting</b></p>
<p>Pathway 2- Spanish elective</p>	<p><b>Communicating - Socialising</b> 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> 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> 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> 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> 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> 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> Participate in classroom routines and interactions by following instructions, asking and answering questions and expressing opinions (VCESC003)</p> <p><b>Communicating - Translating</b> 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>Text structure, questioning</b></p>	<p><b>Communicating - Reflecting</b> Consider how aspects of identity such as family background, age and interests impact on intercultural exchange (VCESC011)</p> <p><b>Communicating: Socialising</b> Participate in collaborative activities and events that involve planning, making arrangements, transacting and negotiating (VCESC002)</p> <p><b>Communicating - Reflecting</b> 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> Recognise the interconnected relationship between language and culture (VCESU018)</p> <p><b>Questioning, summarising</b></p>