# **Spanish Level 1 Course Outline**

# Guide to aid teacher planning only - designed to be printed or viewed in A3, landscape.

## Purpose

This example Course Outline has been produced to help teachers and schools understand the new NCEA Learning and Assessment matrices and could be used to create a year-long programme of learning. It will give teachers ideas of how the new standards might work to assess the curriculum at a particular level.

For language subjects, all the Big Ideas and Significant Learning are woven throughout all aspects of a programme and are inextricable from that learning. No element of the Learning Matrix is taught in isolation from the rest.

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| **Significant learning** | **Learning activities and assessment opportunities**  Throughout the year assessment for learning happens often. Evidence may also be collected for summative assessment. | **Duration**  Total of 32 weeks |
| **Across all levels, students will:**  be exposed to, practice, and enjoy experimenting with a wide range of spoken, written, and visual Spanish language    build a growing awareness of the processes involved in additional language acquisition, including sustained, repeated practice, risk taking, and learning from mistakes  show increasing recognition of connections and contrasts between Spanish and their first language and develop the ability to navigate between them    explore how language and culture affect, and work together in, communication  grow intercultural awareness by exploring their own and Spanish speaking cultures and questioning assumptions and stereotypes    **At Curriculum Level 6, students will:**  engage with, and make meaning of, a variety of short text types in everyday contexts  explore language commonly used to express personal information and ideas related to everyday situations  develop communicative skills to present simple information and interact with others in a range of predictable contexts  develop a foundational awareness of and use the key building blocks and patterns of the language, including past, present, and future tenses  acquire simple linguistic strategies and basic knowledge of how to use resources to make meaning from unfamiliar language  recognise values and practices related to Spanish-speaking cultures in everyday contexts. | **Family, friends, and self**   * Reading: Simple informal texts describing people and families. Simple biographical texts on significant Spanish-speaking people. * Listening: Listen to different Hispanic families from around the world describe themselves, then answer short questions. (Extension activity: Students present findings in regard to the difference between their own family’s routine and the routine of the families they have listened to. * Language learning strategies: Students brainstorm prior language knowledge relevant to this topic; Students learn how to identify, extract, and compile useful new vocabulary and structures from reading and listening texts. * Writing: Use the compiled collection of terms and develop sentences to write an email to pen pal or a blog entry describing family and the family routine during the week/weekend. Includes what students are planning to do next weekend. * Speaking: Look at question words and the formation of oral questions in Spanish. Students create and carry out a questionnaire to find out information about each other’s families’ routines (include questions and information about the weekend/holiday period ahead). * Culture: Explore the difference between formal and informal language and behaviour. Make a connection with students’ cultures and talk about how respect is shown in their culture or family either through language, body language, or actions.   *This topic may contribute evidence towards the assessment of SP 1.1 Interact in Spanish about everyday topics*  *This topic may develop skills relevant to the assessment of SP 1.2 Use Spanish to communicate information on an everyday topic, SP 1.3 Show understanding of written Spanish related to everyday contexts, and SP 1.4 Show understanding of spoken Spanish related to everyday contexts* | 5 weeks |
| **Holiday and free-time**   * Reading: Explore different ads for holidays; explore blogs from different people in Spanish-speaking countries talking about their past holidays or free-time activities; explore simple reviews for activities, places, or restaurants. * Listening: Students listen to a number of announcements at bus/train station/airport. Announcements talk about times/platform/gates/destinations/delays/changes etc. Students practise noting the information, revising numbers and times. * Language-learning strategies: Students notice how new vocabulary and structures (Preterite) work in context. Students make connections to how past events are signalled in their own language. Students practise recycling and adapting language from the first unit into this new context. * Writing: Students write an email to a family member telling them about activities they did last weekend/during a holiday break. This could be normal weekend activities or a special holiday or event. * Speaking: students complete quick past tense free-time activities Q&A with a partner to start each lesson (e.g ¿Qué hiciste? ¿Qué comiste? ¿Qué tal lo pasaste?); students survey class members about most popular free-time activities with reasons; presentation of persuasive oral information on places students have visited and activities they did; class vote on which place/activity sounds like the best option to go to/do as a class. Class asks questions about the places other students talk about. * Culture: Explore the different traditions of Spanish speaking countries when it comes to spending holidays or weekends; students compare them with their own culture(s) or family customs.   *This topic may contribute evidence towards the assessment of SP 1.1 Interact in Spanish about everyday topics*  *This topic may develop skills relevant to the assessment of SP 1.2 Use Spanish to communicate information on an everyday topic, SP 1.3 Show understanding of written Spanish related to everyday contexts related to everyday contexts and SP 1.4 Show understanding of spoken Spanish related to everyday contexts.* | 5 weeks |
| **Body and mind**   * Reading: Explore different texts with people talking about their health habits (diet, exercise, etc) and contrasting past tendencies with current habits or future intentions. Engage with simple descriptions of what Spanish people ate before the start of the 16th century and how this changed through connection with the Americas – explore the conjugation and use of the imperfect tense / continuous tenses. * Listening: Students listen to a number of retellings of different incidents/stories or one full story (the story could be health or injury-related or another kind of well-known narrative eg Maui slowing down the sun); students listen to sets of instructions. They engage in related activities to understand and process texts such as cloze exercises, sequencing of pictures, matching, true/false justify. * Language learning strategies: Dictionary activities to find the most appropriate translation of a word in context; exploration of a range of techniques to reinforce and acquire new vocabulary for food items, body parts, and expressions of ill-health. * Speaking: Students talk to each other about their health habits; what they used to do and what they are planning to do now that they are more aware of good healthy habits. They discuss different habits and practise giving instructions and advice (tienes que, hay que, se debe + infinitive). * Writing: Students write about the diet and living habits of peoples in the past (eg Māori or Pacific Island communities before the arrival of Europeans) using the imperfect and past continuous tenses and compare them (for both similarity and difference) to present day habits. * Culture: Students explore the Mediterranean diet and compare it to their own diet. Students explore the meaning of different parts of the body in Spanish speaking cultures (eg covering of the hair when in mourning in Spain) with their culture (eg the head as tapu in te ao Māori and Pacific contexts; eye-contact as an indicator of respect in many Pākehā settings etc).   *This topic may contribute evidence towards the assessment of SP 1.1 Interact in Spanish about everyday topics*  *This topic may develop skills relevant to the assessment of SP 1.2 Use Spanish to communicate information on an everyday topic, SP 1.3 Show understanding of written Spanish related to everyday contexts and SP 1.4 Show understanding of spoken Spanish related to everyday contexts* | 6 weeks |
| **School Life**   * Reading: Explore texts in which students talk about what they have studied for the last few years in their schools (Present perfect tense, hace.../desde hace), and what they are looking forward to doing in the future (tengo ganas de + Infinitive). * Language learning strategies: Discuss how to make connections between own language(s) and Spanish in regard to vocabulary and structures (sports, subjects etc) through cognates; Decode meaning through connections between word families (eg jugar/juego/jugador, ciencias/científico etc). Identify prefix (entre-/des-/ex-…) and suffix clues (-ificar/-ecer/-mente) to guess meaning; Students learn about the uses and limitations of online translators. * Listening: Listen to podcasts from different students describing their schools and talking about their experiences. * Speaking: Students practise discussing their study and life options for next year and giving advice. * Writing: Students create a webpage/publicity material for their school including opinions and justifications for their opinions. * Culture: Explore how schools work in different Spanish speaking countries and compare them to their own school. Compare the education system in a Spanish speaking country to their own education system (e.g. Spanish-medium and Quechua-medium schooling in Peru compared to English-medium and Māori-medium schooling in New Zealand Aotearoa).   *This topic may contribute evidence towards the assessment of SP 1.1 Interact in Spanish about everyday topics*  *This topic may develop skills relevant to the assessment of SP 1.3 Show understanding of written Spanish related to everyday contexts and SP 1.4 Show understanding of spoken Spanish related to everyday contexts*  **Work covered across all topics thus far contributes to the summative assessment of SP 1.2 Use Spanish to communicate information on an everyday topic** | 5 weeks |
| **The Place I Live In**   * Reading: Students explore a variety of texts talking about people and places, the weather, their traditions and what would be an ideal place of residence. Students note examples of conditional tense use in context. * Listening: Engage with texts which contain directions on how to get somewhere or where to find something. * Language learning strategies: Students investigate different techniques to decode meaning from unfamiliar written text (eg clues from headings and subtitles, picture prompts, introductory or concluding statements, cognates, word family connections, verb endings etc). They make connections and contrasts between the use of conditional and idiomatic weather expressions in Spanish “como agua de mayo” “en abril, aguas mil” and in their own language(s). * Listening/Speaking: Students prepare a presentation talking about the place where they live and what their ideal place of residence would be. The rest of the class listens and asks further questions ie “¿Te gustaría tener un estadio en tu ciudad?” “Tu lugar ideal ¿sería caluroso?”. * Writing/Speaking: Create a presentation/blog in which students explore the differences and similarities between a type of house/apartment in Spain/ Hacienda in Argentina/Rancho in Bolivia and a type of house in New Zealand Aotearoa ie apartment, house, farm, campervan, etc. Write about what would be the ideal house for them and their families (limited conditional tense). * Culture: Investigate the connections between seasons and rituals and festivals in Spanish speaking countries and compare them to their own culture’s rituals and festivals (eg Feria de Abril or Semana Santa in Spain, Matariki in NZ Aotearoa, White Sunday in Sāmoan communities).   *This topic may contribute evidence towards the assessment of SP 1.1 Interact in Spanish about everyday topics*  *This topic may develop skills relevant to the assessment of SP+6 1.4 Show understanding of spoken Spanish related to everyday contexts*  **The skills developed across all topics contributes to the summative assessment of SP 1.3 Show understanding of written Spanish related to everyday contexts** | 6 weeks |
| **Future Plans**   * Reading: Students explore a variety of texts in which young people talk about their future plans. Students explore the construction of the future tense and make connections with the conditional tense in context. * Listening: Students listen to different podcasts of people talking about their dreams and aspirations for the future. Formulaic expressions, “Cuando tenga/ cuando sea - “followed by future tense “seré feliz/tendré una familia/conoceré a mi pareja/ ayudaré a mi comunidad…” * Language learning strategies: Students make connections and contrast between Spanish and their own language(s) in the expression of definite or possible future events; Students investigate different techniques to decode meaning from unfamiliar oral text (eg clues from visual elements if present, making intelligent guesses from context etc; Students practise recycling known language and applying it to reference the future). * Speaking: Students find out information about what other class members plan to do once they leave school. Practise using structures to suggest options (eg “has pensado en + infinitive”, “si + present tense, future tense”) and give opinions (e.g.“creo que…” “Me parece que…” “pienso que…”). * Writing: Students make up horoscope predictions under the headings “amor”, “dinero”, “trabajo”. Expressions of time are used. * Culture: Explore cultural differences and similarities between Spanish-speaking countries and students’ own culture in terms of transitioning into young adulthood (eg living alone/flatting or remaining with family; job market and career aspirations; broader life goals and values).   **The skills developed across all topics contributes to the final submission of evidence towards SP 1.1 Interact in Spanish about everyday topics and to the summative assessment of SP 1.4 Show understanding of spoken Spanish related to everyday contexts** | 5 weeks |