Spanish Stage 5 – sample unit of work

Let’s celebrate! – *¡Vamos a celebrar!*

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# Unit description and duration

This 10-week (25 hour) unit introduces students to preparing for an event, including shopping for clothing. Spanish-speaking communities enjoy planning and celebrating events with friends and family. Understanding significant celebrations in Spanish and Hispanic culture adds depth to the experience of participating in these events. Students will develop the language skills and intercultural capability related to shopping, making comparisons, inviting guests and accepting or refusing an invitation.

In this unit, students are provided with opportunities to:

* describe celebrations in Spanish-speaking countries and Australia, or in students’ home countries
* invite guests to attend a celebration, including place and time
* decline or accept an invitation
* describe clothing, including sizes, colours and designs
* compare prices and items
* understand and use shopping expressions when purchasing items.

# Student prior learning

Before engaging in these teaching and learning activities, students would benefit from prior experience with:

* using phrases to indicate place and time, for example a las 14:00H, en el restaurante
* using days and months to indicate dates, for example es el 16 de marzo
* identifying and naming places, for example en casa, en el restaurante, en el cine, en el parque, en la playa
* using cardinal numbers 1–100
* agreement of adjectives
* using comparatives, for example es más barato, es menos grande, es tan bonito como
* using regular -ar verbs, -er and -ir verbs, for example comprar, bailar, comer, recibir
* colours, for example rojo, verde, negro, gris, amarillo, azul, rosa, naranja, marrón, blanco
* using adverbs, for example demasiado, muy, un poco, a menudo, siempre, de vez en cuando.

# Syllabus outcomes and content

This unit addresses the following Stage 5 outcomes:

* **ML5-INT-01** exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language
* **ML5-UND-01** analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding
* **ML5-CRT-01** creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language

The relevant syllabus content is embedded throughout the unit, aligned with teaching and learning activities. These are suggested only and may vary according to how you use and/or adapt each activity for your context.

[Modern Languages K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/languages/modern-languages-k-10-2022/overview) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2022.

# Summative assessment task – end of unit

This is an overview only. Further details, including related content dot points and marking guidelines, can be found at[Appendix A](#_Appendix_A_1)**.**

**Outcomes:**

* **ML5-INT-01** exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language
* **ML5-UND-01** analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding

**Part A: Understanding texts (ML5-UND-01)**

You and your visiting exchange student have been exchanging text messages[[1]](#footnote-2) about an upcoming celebration. To help your parent or carer understand the details of the event, answer a series of questions in English relating to what to wear, and where, when and with whom the celebration will take place.

**Part B: Interacting (ML5-INT-01)**

You are talking with your friend[[2]](#footnote-3) about an upcoming celebration that you are both attending. Using the clothing catalogue provided[[3]](#footnote-4), discuss the event and what you are going to wear. In your conversation include:

* information about when and where the celebration will take place
* what you are going to do at the celebration
* opinions and descriptions of at least 2 items that you plan to wear from the catalogue, including designs and colours
* at least one comparison between items in the catalogue
* a decision on at least one item you are intending to buy.

# Learning sequence

The information below outlines sample learning sequences for this unit of work. Timeframes, formative and summative assessment tasks, teaching and learning activities and reflection and feedback opportunities should be adjusted to suit your context, including the specific strengths and needs of students.

**Anchor chart** – this unit of work includes a [class anchor chart](https://www.weareteachers.com/anchor-charts-101/), which is a visual summary of learning. Anchor charts can be created collaboratively as a class or individually for a personalised summary of useful vocabulary and structures for the unit. Anchor charts can be set out with various categories, such as sports, activities, verbs, likes/dislikes, expressions of frequency and so on.

**Online flashcards** – throughout the unit, provide students with opportunities to create vocabulary and play games to practise new vocabulary and structures. Use a platform such as [Quizlet](https://quizlet.com/en-gb), [Kahoot!](https://kahoot.com/), [Gimkit](https://www.gimkit.com/) or similar.

## Weeks 1–2 – Let’s celebrate!

The table below contains suggested learning intentions and success criteria. These are best co-constructed with students.

Table 1 – learning intentions and success criteria for Weeks 1–2

|  |  |
| --- | --- |
| Learning intentions | Success criteria |
| Students are learning that:   * different cultures celebrate occasions and life events in different ways * present tense, regular and irregular verb conjugations are used to express actions in Spanish * there are language conventions to follow in Spanish when wishing someone well. | Students can:   * identify and compare celebrations in Spanish-speaking communities and in Australia or students’ home countries * describe activities at a particular event using the present tense * wish someone well at various events or celebrations using appropriate language. |

**Suggested vocabulary and grammatical structures:**

**Significant events**, for example la fiesta, el festejo, el cumpleaños, la quinceañera, la graduación, la fiesta de despedida, la Fiesta Nacional/el Día de la Hispanidad, la Noche Buena, la Navidad, la Nochevieja, el Cinco de Mayo, el Día de los Muertos

**Wishing someone well**, for example ¡Feliz cumpleaños!, ¡Felices fiestas!, ¡Feliz Navidad!, ¡Felicidades!, Que tengas un buen día, ¡Que lo pases muy bien!

**Describing activities using -ar, -ir, -er verbs**, for example bailar, cantar, llevar (un regalo), celebrar, cortar (el pastel), jugar a juegos, soplar (las velas), pasarlo bien, recibir (un regalo), comer, ver (los fuegos artificiales, el desfile)

### Celebrations

* Introduce the final summative assessment task which students will do at the end of term. Discuss the expectations of the task and the marking guidelines. Explain that all activities completed this term will build the students’ skills to help them complete the task. Check for understanding and encourage students to ask questions.
* Use known language to form the basis of an [anchor chart](https://www.weareteachers.com/anchor-charts-101/), which the class can add to as the unit progresses. Categories may include: what we celebrate, when and how we celebrate, clothing, as well as giving and accepting or refusing an invitation.
* Build the field with a class discussion of celebrations in Australia and students’ home countries, include family celebrations. Write the celebrations on the board or use an online brainstorming tool or word cloud like [Mentimeter](https://www.mentimeter.com/features/word-cloud). Ask students if they know any celebrations from the Spanish-speaking world. Using slides 2–13 of the [‘*Celebraciones*’resource [PPTX 7.4 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-spanish-celebraciones.pptx), show images of celebrations in Spanish-speaking communities and discuss their significance. (Note – print these images to use as flashcards in later activities.) Introduce the phrase ¡Celebramos!and direct students to repeat this phrase with each celebration as it is shown on the [‘*Celebraciones*’resource [PPTX 7.4 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-spanish-celebraciones.pptx). Discuss how cultural norms and traditions may vary across different celebrations and communities, emphasising the significance of respecting and appreciating diversity. Encourage students to reflect on the role of cultural understanding in successful celebrations and fostering inclusive environments. Write the list of celebrations on the anchor chart while students add to books or devices.
* Continue to build the field by showing [8 Most Fascinating and Most Interesting Spanish Festivals For Visiting (5:42)](https://www.youtube.com/watch?v=gFUhWUSwWNU). While watching the clip (pausing where necessary), students complete the [‘Spanish festivals’ resource [DOCX 3.59 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-spanish-festivals.docx). Discuss any similar events that exist in Australian culture or the cultures of the students’ home countries. **Respond to texts by reflecting on how identity is shaped by language(s), culture(s), practices, values and perspectives (ML5-UND-01)**
* Using [Liveworksheets](https://www.liveworksheets.com/w/es/espanol-como-lengua-extranjera-ele/837090), or similar, review [days of the week](https://www.liveworksheets.com/w/es/espanol-como-lengua-extranjera-ele/44809), [months of the year](https://www.liveworksheets.com/w/es/espanol-como-lengua-extranjera-ele/837090) and [time](https://www.liveworksheets.com/w/es/espanol-como-lengua-extranjera-ele/51543), prior to completing the next learning sequence.
* Using the [‘*Fiestas y celebraciones*’ resource [DOCX 3.16 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-spanish-fiestas-y-celebraciones.docx), students add the names of Spanish festivals they have learnt about to the corresponding month it occurs, and then add festivals and celebrations from their own culture/country in Spanish (with assistance, if required). Write the question ¿Cuándo se celebra el festejo de [event]?to ask students when events/celebrations take place.Model a response on the board using Se celebra el festejo de [event] en [month]. Co-create examples on the board with students, drawing on the information they have included in the [‘*Fiestas y celebraciones*’ resource [DOCX 3.16 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-spanish-fiestas-y-celebraciones.docx), then practise the question-answer structure orally with students. Once students are confident with the structure, direct them to ask the question to another student, in a question chain around the class. Progress around the class until every student has had an opportunity to ask and respond. As they respond, invite students to the board to write the events on a calendar, including students’ birthdays and/or other events of significance to them. Keep the calendar on display in the classroom. Use a platform like [Plickers](https://get.plickers.com/) to create a game that can be used to name the months for each celebration. **Ask questions, make requests and explain actions; Use a wide range of features of the sound system in spoken interactions (ML5-INT-01)**
* Show students the video clip (2:14) from [10 Day of the Dead Facts About the Holiday's History and Vibrant Traditions](https://www.oprahdaily.com/life/a37259063/day-of-the-dead-facts-history/) and discuss. Using the [‘*El Día de los Muertos* – reading comprehension’ resource [DOCX 4.01 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-spanish-el-dia-de-los-muertos-reading-comprehension.docx), students complete Activity 1, answering questions about the event in English. Encourage students to use their knowledge of the topic and the context to determine the meaning of the text. Provide access to bilingual dictionaries, [online dictionaries](https://www.collinsdictionary.com/dictionary/english-spanish) or clarify meaning of new words on the board for students who require additional assistance. Once students have completed the activity, review the answers as a class. Assign this activity as an individual task, group work or as a whole-class activity depending on your context. **Use comprehension strategies to interpret and analyse information, ideas and perspectives in texts** **(ML5-UND-01)**
* Using Activity 2 in the [‘*El Día de los Muertos* – reading comprehension’ resource [DOCX 4.01 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-spanish-el-dia-de-los-muertos-reading-comprehension.docx), discuss the importance of considering cultural norms and appropriate ways to invite guests and how that has changed over time, particularly with social media. Look at the invitation and discuss the text type with students, identifying key information and persuasive techniques. Students complete Activity 2 using the relevant information from the text. **Demonstrate understanding of the context, purpose and audience in texts (ML5-UND-01)**

### How do we celebrate?

* Engage students in a class discussion about the commonalities and differences between celebrations in Spanish-speaking communities and their own culture. Which events are the same? Which are different? How? Are there common events, which are celebrated differently? Introduce activities which may occur at events using the [‘*Las Actividades*’ resource [PPTX 3.17 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-spanish-las-actividades.pptx). Drill the new words, then play a game of ‘Beat the teacher’ to consolidate and review pronunciation. Using the images, say a word or phrase aloud as you point to the image. The students must repeat after you if you have used the word or phrase that identifies the image correctly. If the word is different from the item in the image, they must remain silent to win a point. If the word doesn’t match the picture and anyone in the class makes a sound, you take the point. The first to 7 points is the winner. **Use knowledge of a wide range of features of the sound system to understand texts (ML5-UND-01)**
* Choose 2 events from the list previously discussed, for example el cumpleaños and una fiesta nacional*,* and write them as headings on the board in Spanish. Next, write the question ¿Cómo se celebra el festejo de [event]? As each activity is introduced, ask students to choose which heading to place it under, for example soplar las velas is a el cumpleaños activity, ver los fuegos artificiales is a fiesta nacional activity. Write each activity that people do at celebrations in its infinitive form on the board. Once all the activities have been written on the board, add the new vocabulary to the anchor chart while students add to books or devices. **Use knowledge of vocabulary from a wide range of themes to understand and respond to texts (ML5-UND-01)**
* Identify the different verb types used in the previous activities, (-ar, -er, -ir verbs). Review the 3 conjugations with consolidation activities such as are available on [Liveworksheets](https://www.liveworksheets.com/w/es/espanol-como-lengua-extranjera-ele/46770) or similar: [*-ar* verb conjugations](https://www.liveworksheets.com/w/es/espanol-como-lengua-extranjera-ele/46767), [*-er* verb conjugations](https://www.liveworksheets.com/w/es/espanol-como-lengua-extranjera-ele/46768), [*-ir* verb conjugations](https://www.liveworksheets.com/w/es/espanol-como-lengua-extranjera-ele/46770). **Use metalanguage to reflect on and evaluate target language structures and features in texts (ML5-UND-01)**
* Provide students with the [‘*Fiestas y actividades*’ resource [DOCX 7.18 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-spanish-fiestas-y-actividades.docx) where students practise the conjugation of -ar, -er, -ir verbs to state what activities take place at each celebration. **Control and manipulate a range of structures and features of the grammatical system to create texts (ML5-CRT-01)**
* To practise verb conjugation, ask students about their own favourite celebration and why they like it. Vary your questions and level of expected response, based on student ability. For example:
* Teacher: ¿Cuál es tu celebración favorita?
* Student: Mi celebración favorita es la Navidad.
* Teacher: ¿Por qué?
* Student: Porque como mucho y recibo los regalos.

**Discuss and justify opinions, ideas and perspectives (ML5-INT-01)**

* Using the [‘*En el festejo* – one pen, one dice’ resource [DOCX 4.07 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-spanish-en-el-festejo-one-pen-one-dice.docx) students compete against each other in pairs to complete the translation of the phrases. **Use knowledge of and manipulate a range of structures and features of the grammatical system to understand and respond to texts (ML5-UND-01)**
* To introduce wishing someone well at an event or celebration, brainstorm phrases of well wishes that are used in English or the first language of students in your cohort. Write a list of well wishes in Spanish as headings on the board: ¡Feliz cumpleaños! ¡Felices fiestas! ¡Feliz Navidad! ¡Felicidades!and so on. Discuss their meaning or equivalent in English and add to the anchor chart while students add to books or devices. Using the printed slides from the [‘*Celebraciones*’resource [PPTX 7.4 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-spanish-celebraciones.pptx), distribute the slides (as cards) to students. Write the question ¿Qué festejo es?on the board.Ask a volunteer student to identify the celebration or event on their card in Spanish. Ask what the appropriate phrase would be to wish someone well at their event with the question (written on the board) ¿Qué se dice en el festejo/la fiesta de [event]? Students then placethe card under the correct heading. Write the question ¿Cómo se celebra el festejo/la fiesta de [event]? to review activities. Students must provide a suggestion in Spanish for an activity that could take place at the event. Repeat the interaction until students are confident to respond. Provide sets of the *‘*[*Celebraciones*’resource [PPTX 7.4 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-spanish-celebraciones.pptx) cards to pairs or groups of 3. Students take turns asking and answering the modelled questions to state what the event is, what activities take place at the event and how to appropriately wish someone well at that event. Students record new structures in books or devices. Add relevant vocabulary and structures to the anchor chart, asking students for input. **Adjust and adapt language that is appropriate to cultural practices, values and perspectives to interact (ML5-INT-01)**
* **Exit ticket** – students name an event or celebration in Spanish and must wish you well using a phrase that is appropriate for the event.

### Mini task 1 – progress checkpoint

Table 2 – mini task – progress checkpoint 1

|  |
| --- |
| Mini task – an invitation |
| As a formative assessment task, to ensure students are on track to succeed in the final summative assessment task, students create a promotional flyer for a culturally significant event in the Hispanic community.  To involve students learning Spanish at your school, a representative from the local Hispanic community has approached your Spanish teacher to run a competition to design the most appealing flyer for 2 of their upcoming events (el Cinco de Mayo and el Día de los Muertos). Using a platform like [Canva](https://www.canva.com/en_gb/), choose one of these events and create a flyer for the competition. Encourage students to make their flyers as engaging as possible, to get people excited about attending.  The flyer must include:   * what event is being celebrated * the date * the time * the location * the activities that will take place.   Encourage them to think creatively and use appropriate language and visuals to attract potential guests.  ****Create persuasive texts; Adjust and adapt vocabulary from a wide range of themes to create texts; Control and manipulate a range of structures and features of the grammatical system to create texts (ML5-CRT-01)****  Peer feedback – students use the [‘Tell, Ask, Give’ (TAG)](https://docs.google.com/presentation/d/1bNRg4NlO6hFgyIAdJIFFmzzjK5nQvmepVruPkbuL6Ks/template/preview?clearCache=8e513e9e-5b77-b362-4beb-c05e9e595109) strategy to provide feedback on a classmate’s flyer. |

 **Differentiation examples**

The following strategies provide a starting point for how you can differentiate this mini task for a range of learners. Adapt or design alternatives, to meet the needs of students in your class.

**Advanced proficiency students** – include additional details such as dress code, what to bring and so on. Students create a dialogue inviting their friend to the event. They can perform this dialogue or record it, using the text or palm cards as prompts.

**High potential and gifted students** – students create a flyer for an alternative cultural event in Spanish or Hispanic culture that has not been explored in class, or create a flyer for a local event, to encourage the local Spanish-speaking community to attend. Alternatively, create a conversation between friends, inviting them to the event, providing details such as when, where it takes place and what happens at the event.

**Students requiring additional support** – provide students with the [‘Mini task 2 – scaffold’ resource [DOCX 3.58 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-spanish-mini-task-2-scaffold.docx) to scaffold steps to success.

 **Student reflection** – students complete a learning reflection journal entry, digitally or on paper (see [sample](https://spark.adobe.com/page/uo3V2GkvM9bGJ/), or students could use their own format), reflecting on their learning progress and setting new learning goals.

Reflection questions:

1. What elements of this task can be included in the final summative assessment task?
2. How can I build my confidence in interacting without any support (for example palm cards)?
3. Do I need to revise any vocabulary or structures from previous units? If yes, what should I focus on?

 **Teacher reflection and evaluation** – reflect on the unit of work to this point, along with student data such as formative assessment and feedback through exit tickets. Use this space to add any adjustments made to the unit or that will be made to the next stage of the learning sequence.

## Weeks 3–4 – Come to my party!

The table below contains suggested learning intentions and success criteria. These are best co-constructed with students.

Table 3 – learning intentions and success criteria Weeks 3-4

|  |  |
| --- | --- |
| Learning intentions | Success criteria |
| Students are learning that:   * there is a variety of phrases for inviting someone and accepting/refusing an invitation * the verb ir + a + infinitive formula is used to express plans for the near future * there are language conventions and phrases used to express excitement and enthusiasm in Spanish. | Students can:   * invite someone to an event and accept or refuse the invitation, giving reasons * explain what is going to take place at the event * express excitement about attending an event. |

Suggested vocabulary and grammatical structures:

**Inviting someone**, for example Me gustaría invitarte a…, ¿Te gustaría venir a mi fiesta?, Te quería invitar a.…, Quiero invitarte…, ¿Quisieras venir?, ¿Vas a venir?

**Accepting an invitation**, for example ¡Claro que sí!, Me encantaría, Muchas gracias por la invitación, Perfecto

**Refusing an invitation**, for example Lo siento no puedo, Ese día ya tengo otros planes

Using the verb **ir** to express plans in the near future:voy/vas/va/vamos/vais/van a *[*infinitive*]*

**Confirming time and place**, for example a las ocho de la noche en la ciudad; a las cuatro de la tarde en mi casa; a las nueve de la mañana en el parque

**Expressing excitement/enthusiasm**, for example ¡No veo la hora!, ¡Nos vemos!, ¡Qué divertido!, ¡Qué emocionante!, Espero con ansias nuestro encuentro

### You’re invited!

* As a class, review vocabulary around special events in Spanish culture. Show pictures of different events that have already been discussed using the [‘*Celebraciones*’resource [PPTX 7.4 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-spanish-celebraciones.pptx). Students name the event in Spanish and suggest an activity that you could do at the event to review vocabulary from the previous learning sequence. **Use a wide range of features of the sound system to create spoken texts; Adjust and adapt vocabulary from a wide range of themes to create texts (ML5-CRT-01)**
* Provide students with the [‘*Invitación*’ resource [DOCX 3 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-spanish-invitacion.docx). Allow time to read through the conversations in Activity 1. Ask the students what they think the 3 conversations are about and get them to identify key information. Call for volunteers to read the conversations aloud. Students then complete Activities 1 and 2, answering questions in English and identifying phrases in Spanish. Students record new structures in books or devices. Add relevant vocabulary and structures to the anchor chart, asking students for input. **Listen to, read and view information, ideas and perspectives in moderately complex texts on a range of themes; Use knowledge of vocabulary from a wide range of themes to understand and respond to texts (ML5-UND-01)**
* To reinforce how to give, accept and decline an invitation, on the board write the different phrases that the students have identified from the dialogues in the [‘*Invitación*’ resource [DOCX 3 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-spanish-invitacion.docx), under the headings ‘Inviting’, ‘Accepting’ and ‘Declining’. For example:
* Inviting: Me gustaría invitarte a mi cumpleaños; Te quería invitar a mi graduación; ¿Te gustaría venir a mi quinceañera?
* Accepting: ¡Claro que sí!; ¡Por supuesto!; ¡Claro que sí! ¡Por supuesto!
* Declining: Ese día ya tengo otros planes; Lo siento no puedo.

Model an interaction with a student, inviting them to an event from the [‘*Celebraciones*’ resource [PPTX 7.4 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-spanish-celebraciones.pptx) using one of the phrases from the ‘Inviting’ options. The student chooses a reply from the ‘Accepting’ or ‘Declining’ options. Repeat the interaction a number of times with different structures for inviting, different events and different students, until students feel confident. Distribute the event cards from the [‘*Celebraciones*’ resource [PPTX 7.4 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-spanish-celebraciones.pptx) to students around the class. Students practise using the phrases written on the board by participating in a ‘walk and talk’ activity. Direct students to walk around the room and then direct them to stop and ‘talk’ with the nearest person. Indicate which person in the pair (closest to the board, closest to the window and so on) must invite the other to the event on the card they are holding. Their partner must then accept or decline. Repeat the process as many times as needed. **Make arrangements with peers (ML5-INT-01)**

* Students complete activities in the [‘*Quiero invitarte*’ resource [DOCX 3.99 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-spanish-quiero-invitarte.docx), including the listening activity and creating invitations for a range of events using the visual cues provided. **Listen to, read and view information, ideas and perspectives in moderately complex texts on a range of themes (ML5-UND-01); Adjust and adapt vocabulary from a wide range of themes to create texts (ML5-CRT-01)**
* **Exit ticket** – invite the students to an imagined event which they must accept or decline using the appropriate phrases in Spanish. **Make arrangements with peers (ML5-INT-01)**
* Write the sentence starter *‘*Este fin de semana*…* (This weekend …) on the board. Ask students to consider how this is expressed in English, what tense they need to use, and what considerations for expressing future actions in Spanish. Review the conjugations of the verb ir (to go) on the board. Consolidate/practise as necessary using [Liveworksheets](https://www.liveworksheets.com/w/es/espanol-como-lengua-extranjera-ele/805010) or similar. Complete the sentence starter already on the board by stating an event and the activities that you plan to do there. For example, Este fin de semana, voy a la fiesta de la quinceañera de mi hermana. Voy a celebrar y pasarlo bien*.* Point out the structure required to form the near future tense and write it on the board next to the example: ir+ a + infinitive. Write a second example on the board demonstrating the same formula: También ella va a comer y nosotros vamos a beber, bailar y cantar. Show students the activities from the [‘*Las actividades*’ resource [PPTX 3.2 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-spanish-las-actividades.pptx) to review the activities learnt in the first learning sequence. Ask them to identify the activities by providing the verbs in their infinitive form and then stating that they are going to do that activity using the structure Voy a + infinitive. **Control and manipulate a range of structures and features of the grammatical system to create texts (ML5-CRT-01)**
* Using the [‘*Vamos a celebrar*’resource [DOCX 4.62 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-spanish-vamos-a-celebrar.docx), students practise the near future structure using the verb ir. Students complete sentences with the correct form of the verb ir and writing sentences using the cues. They then play card game-style activities to practise the structures in pairs or small groups. Provide the students with the activity cards from Activity 3 in the [‘*Vamos a celebrar*’ resource [DOCX 4.62 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-spanish-vamos-a-celebrar.docx). Follow the instructions in the activity to practise the near future verb structure. At the end of the card activity, students write 5 sentences they have created in their books or devices, then swap with another pair or group for peer review. **Control and manipulate a range of structures and features of the grammatical system to create texts (ML5-CRT-01)**

 **Differentiation examples**

The following strategy provides a starting point for how you can differentiate this activity for a range of learners. Adapt or design alternatives, to meet the needs of students in your class.

**Students requiring additional support** – provide students the [‘Let’s celebrate – sentence scaffold’ resource [DOCX 3 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-spanish-lets-celebrate-sentence-scaffold.docx), for additional support if required.

* Make a set of [story cubes](https://activity-mom.com/2019/08/free-printable-story-cubes/) to facilitate an interaction in pairs or groups of 3. Use an [online tool](https://www.toolsforeducators.com/dice/), create your own or use the [‘Story cubes’ resource [DOCX 3.69 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-spanish-story-cubes.docx). Include 5 story cubes, with:
* the name of the celebration
* the location
* the time
* the planned activities
* the location.

Work with students to create questions that would elicit an appropriate response for each cube, for example, ¿Qué celebras? ¿Dónde celebras? ¿Cuándo celebras? ¿A qué hora celebras? ¿Cómo vas a celebrar? Write the questions on the board.

Working in pairs or small groups, students interact to share details about an upcoming celebration by asking and answering the questions using the prompts from the cubes. Students take turns to roll the dice and create sentences. **Control and manipulate a range of structures and features of the grammatical system to interact (ML5-INT-01)**

In preparation for the mini task, students participate in a text building activity, using the [‘Build-a-text’ resource [DOCX 2.95 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-spanish-build-a-text.docx). Students work in small groups of 3 or 4. Provide each group with one copy of the resource per group. Students take turns adding a row of text in Spanish, guided by the prompt. When finished, students then swap their work with another group, for peer feedback. **Create imaginative texts; Plan, construct and edit texts (ML5-CRT-01)**

* **Exit ticket** – use the story cubes to ask students questions about an event. Students choose a cube. You then roll it and ask them the relevant question in Spanish (from the questions in the earlier sequence: ¿Qué celebras? ¿Dónde celebras? ¿Cuándo celebras? ¿A qué hora celebras? ¿Cómo vas a celebrar?). Students provide the answer in Spanish, using the story cube as a prompt.

### Mini task 2 – progress checkpoint

Table 4 – mini task – progress checkpoint 2

|  |
| --- |
| Mini task – a conversation |
| As a formative assessment task, to ensure students are on track to succeed in the final summative assessment task, students have a conversation, in pairs, about an upcoming event. One student takes the role of a Spanish-speaking friend and the other student takes the role of the event organiser. The conversation must include:   1. an appropriate greeting 2. an invitation to the event 3. where and when it will take place 4. what you will do there 5. an acceptance of the invitation 6. an expression of excitement about attending 7. an appropriate farewell.   Students use story cubes to ensure a degree of spontaneity.  Make arrangements with peers; Socialise with peers to build and maintain relationships (ML5-INT-01)  Students should consult the marking guidelines for the final summative task, to check for understanding of language and expectations.  Teacher feedback – as students practise, provide feedback to each pair. When students complete their interaction, provide each student with [Two stars and a wish](https://schoolsnsw.sharepoint.com/:p:/s/DLSTemplatesMicrosoft/Ea5wstrU97tEjrv0HA80DYoBwBFZwRgKtBwwrt37BgaDUQ?e=zpUJSo&clearCache=ee5960ac-4e88-67c1-7d5-ddb4461d840c)-style feedback. |

 **Differentiation examples**

The following strategies provide a starting point for how you can differentiate the mini task in this lesson sequence for a range of learners. Adapt or design alternatives, to meet the needs of students in your class.

**High potential and gifted students** – in place of the story cubes, students chose their own cultural event that takes place on the Spanish or Australian calendar, or in their country of origin. When interacting, students provide accurate details about the event, such as date and activities.

**Advanced proficiency** – in addition to the interaction, students imagine they are attending the event the next day and they write a journal about what they expect to do and see.

**Students requiring additional support** – students are provided with a cloze passage with a word bank to complete a conversation that takes place between 2 people about an upcoming event. Alternatively, students may use palm cards with prompts when interacting.

 **Student reflection** – students complete a learning reflection journal entry, digitally or on paper (see [sample](https://spark.adobe.com/page/uo3V2GkvM9bGJ/), or students could use their own format), reflecting on their learning progress and setting new learning goals.

Reflection questions:

1. What elements of this task can be included in the final summative assessment task?
2. How can I build my confidence in interacting without any support (for example palm cards)?
3. Do I need to revise any vocabulary or structures from previous units? If yes, what should I focus on?

 **Teacher reflection and evaluation** – reflect on the unit of work to this point, along with student data such as formative assessment and feedback through exit tickets. Use this space to add any adjustments made to the unit or that will be made to the next stage of the learning sequence.

## Weeks 5–7 – What am I wearing?

The table below contains suggested learning intentions and success criteria. These are best co-constructed with students.

Table 5 – learning intentions and success criteria for Weeks 5–7

|  |  |
| --- | --- |
| Learning intentions | Success criteria |
| Students are learning that:   * it is important to dress appropriately for special occasions * rules of adjectival agreement must be followed when describing clothing in Spanish * indefinite articles are used to identify and describe clothing * definite articles are used to make comparisons in Spanish * there are ways to ask for and express preferences in Spanish. | Students can:   * express cultural awareness of formal and casual clothing in Spanish speaking cultures * identify and describe clothing items in Spanish * compare clothing items in Spanish * express what you prefer and explain why. |

**Suggested vocabulary and grammatical structures:**

**Clothing**, for example una camisa, una falda, una chaqueta, una camiseta, una blusa, una camisa, una gorra, una corbata, un vestido, un jersey, un suéter, un mono, un vestido, un traje, un traje de baño, un uniforme, unos zapatos, unos vaqueros, unos pantalones, unos tacones, unas mallas, unos shorts, unas botas, unas sandalias, unas chancletas

**Adjectives to describe clothing**, for example Es..., bonito/a, feo/a, elegante, brillante, lujoso, cómodo/a, anticuado/a, largo/a, corto/a, caro/a, barato/a, rojo, azul, verde, amarillo, blanco, negro, de rayas, de lunares, floreado/a, estampado/a, liso/a

**Discussing appropriateness of clothing**, for example Para ir a [event] llevo [clothing]; (No) es apropiado, es formal/casual

**Using adverbs**, for example bastante, demasiado, muy, un poco

**Saying what you prefer and why**, for example ¿Cuál prefieres?, Prefiero [item] porque es/son [adverb][adjective]

**Verbs**, for example llevar, ¿Qué llevas?, llevo, voy a llevar, prefiero

### Clothing

* Review the names of celebrations learnt in the first learning sequence and discuss each event’s possible level of formality and dress code.
* Use slides 2–23 of the [‘*La ropa*’ resource [PPTX 4.97 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-spanish-la-ropa.pptx) (slides can be printed from this resource to use as flashcards for future activities) to introduce basic clothing vocabulary in Spanish. Display the pictures of various clothing items and have students repeat the correct pronunciation in Spanish. Add vocabulary to anchor chart as students add to books or devices, including the correct article. Review vocabulary with a simple ‘This or that?’ activity. Show an image of an item of clothing from the slides and give students 2 options, the correct word and the wrong word, using the structure ¿Es *[*item*]* o *[*item*]?* They must identify the item by saying the correct word aloud in Spanish using the structure Es *[*item*]*. Model the correct responses for students. Begin this activity by asking the whole class to respond to practise modelling the structures, then ask volunteers to raise their hand. Add relevant vocabulary and structures to the anchor chart, asking students for input. **Use a wide range of features of the sound system in spoken interactions (ML5-INT-01)**
* Play a game of ‘Beat the teacher’ to consolidate vocabulary and accustom students to the sounds of the new words. Using the images from slides 2–23 in the [‘*La ropa’* resource [PPTX 4.97 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-spanish-la-ropa.pptx), show students different pictures of clothing items. Say a word aloud as you point to the image. The students must repeat after you if you have used the word that identifies the image correctly. If the word is different from the item in the image, they must remain silent to win a point. If the word does not match the picture and anyone in the class makes a sound, you take the point. The first to 7 points is the winner. **Use a wide range of features of the sound system in spoken interactions (ML5-INT-01)**
* To consolidate vocabulary, introduce the verb llevar and its first-person conjugation. Identify llevaras a regular *-*ar verb. Using the cards printed from the [‘*La ropa’* resource [PPTX 4.97 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-spanish-la-ropa.pptx), show students a card and ask them if they wear the item on the card using the phrase ¿Llevas *[*item*]?* Students respond using either Sí, llevo *[*item*]*, or No, no llevo *[*item*]*. Display clothing items on the board as words or images. Ask students¿Con qué frecuencia llevas *[*item*]?* Students include an adverb in their response, for example, Siempre llevo unos vaqueros, Nunca llevo un vestidoand so on. Students interact in pairs to ask and answer the modelled questions about whether they wear the item and how often using the structures ¿Llevas [item]? and ¿Con qué frecuencia llevas [item]? **Adjust and adapt vocabulary from a wide range of themes to interact (ML5-INT-01)**
* Review colours (prior learning) by reviewing the pictures in the [‘*La ropa’* resource [PPTX 4.97 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-spanish-la-ropa.pptx) and asking students ¿De qué color es/son?If students are having difficulty recalling colours in Spanish, give them 2 colour options to choose from. Ensure that all adjectives of colour are practised.Focus on the agreement of the adjectives of colour by writing 2 statements that describe an item from [‘*La ropa’* resource [PPTX 4.97 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-spanish-la-ropa.pptx) (or the flashcards) on the board, for example,la blusa es blanca/la blusa es blanco or las mallas son verde/las mallas son verdes. Students must identify which sentence is correct (correcto) and incorrect (incorrecto) justifying their choice by referring to the number (singular or plural), and gender of the item. Continue this process with a number of items until masculine, feminine, singular and plural nouns have been explored as examples on the board to demonstrate adjectival agreement. Students consolidate their use of colours to describe clothing using the [‘Clothing and colours’ resource [DOCX 4.72 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-spanish-clothing-and-colours.docx). **Use metalanguage to reflect on and evaluate target language structures and features in texts (ML5-UND-01)**
* Provide students with the table of clothing items from Activity 1 of the [‘*La ropa* – game cards’ resource [DOCX 4.73 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-spanish-la-ropa-game-cards.docx). Students choose 6–8 items of clothing and write a sentence to describe the colour of each one, for example *Es un mono negro*. Ask students to write a mixture of correct and incorrect sentences. They then take turns to read their statements aloud to a partner or in a group of 3. The other student(s) must decide if the statement is correcto or incorrecto*.* If a student decides the statement is incorrecto, they must correct the error orally. **Control and manipulate a range of structures and features of the grammatical system to create texts (ML5-CRT-01)**
* Introduce the phrase Para ir a *[*place*]* llevo [clothing]. Model a sentence on the board as an example, Para ir a la playa llevo un traje de baño y unas gafas de sol*.* Extrapolate the meaning of the sentence from the students by asking them to identify the clothing items and the destination (from prior learning). Write a number of sentence starters on the board that include places they are familiar with *(*el cine, el colegio, el restaurante, la piscina, el teatro, el polideportivo*)* using the same structure as the example. Students must complete each sentence with at least 2 items of clothing that would be appropriate to wear to/at each destination. Students share and compare their responses with peers by reading them aloud to each other in groups of 3 or 4. Ensure that students are checking that the correct article has been used when peer reviewing. **Adjust and adapt vocabulary from a wide range of themes to create texts (ML5-CRT-01)**
* Review the concept of una celebración formaloruna celebración casual*.* Write both as headings on the board and ask students to provide examples of each, drawing on the celebrations learnt in the previous learning sequence. Add them to the board as they are suggested. Distribute the clothing cards (from slides 2–23 of the [‘*La ropa*’ resource [PPTX 4.97 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-spanish-la-ropa.pptx)) to students around the room. Ask them to determine whether the item could be considered as formal or casual clothing by eliciting a response in Spanish to the question ¿Es ropa casual o ropa formal?Introduce the phrase ¿Es apropriado llevar a *[*event*]?* Write the structure on the board. Call on individual students to show the class their clothing card, for example, un traje de baño. Ask the students if their item is appropriate to wear to an event on the board by referring to the question ¿Es apropriado llevar a *[*event*]?* Repeat the question using different events on the board. Students will respond using Sí, es apropiado, or No, no es apropiado*.* Students then choose 4 items of clothing to create sentences matching each item to an appropriate event using the sentence structure *[*Item*]* es apropriado llevar a *[*event*]*. **Control and manipulate a range of structures and features of the grammatical system to create texts (ML5-CRT-01)**
* Revise adverbs of frequency from prior learning – siempre, nunca, a veces, a menudo. Students then complete a graded dictation. Dictate a range of sentences related to wearing clothing, gradually adding complexity. Students write down the sentence they hear, then add an adverb of frequency. For example:
* Teacher: Llevo unos vaqueros. (Student writes Siempre llevo unos vaqueros.)
* Teacher: Llevo un vestido elegante. (Student writes A veces llevo un vestido elegante.)
* Teacher: Llevo una chaqueta negra al cine. (Student writes A menudo llevo una chaqueta negra al cine.)
* Discuss and compare responses at completion of activity. **Adjust and adapt vocabulary from a wide range of themes to create texts (ML5-CRT-01)**
* Provide students with [‘*La ropa*’ resource [DOCX 5.09 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-spanish-la-ropa.docx) to consolidate learning of new vocabulary and phrases.**Control and manipulate a range of structures and features of the grammatical system to create texts (ML5-CRT-01)**

### Describing clothing

* Introduce more adjectives by displaying items of clothing on slides 24–29 from the [‘*La ropa’* resource [PPTX 5.09 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-spanish-la-ropa.pptx). Display the items with the adjectives and ask students what they think each adjective means in English[[4]](#footnote-5). Provide the Spanish version of the adjectives as they identify them on the board. Add vocabulary to anchor chart while students to add to books or devices, including the English meaning. **Use knowledge of wide range of features of the sound system to understand texts (ML5-UND-01)**
* Using the [‘Describing clothing’ resource [DOCX 4.56 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-spanish-describing-clothing.docx), students practise adjectival agreement and describing items of clothing. **Adjust and adapt vocabulary from a wide range of themes to create texts (ML5-CRT-01)**
* Complete a delayed choral repetition activity. Say a sentence which includes a description of an item of clothing, such as Me gusta el vestido a rayas rosas y rojas or Llevo los pantalones negros y elegantes. After a set period of time (such as 5 seconds), students must repeat the sentence back to you. Alternatively, this could be a delayed dictation activity. **Use knowledge of wide range of features of the sound system to understand texts (ML5-UND-01)**
* Read aloud a set of words from a sentence, but out of sequence. For example, instead of Prefiero los calcetines a rayas con los zapatos cómodos, say calcetines los rayas con zapatos los prefiero a cómodos. Students write the words they hear then, within a set timeframe, for example 20 seconds, students have to re-sequence the words to make an acceptable sentence before producing it orally or in writing. **Use knowledge of a wide range of features of the sound system to understand texts (ML5-UND-01)**
* Provide students with the game cards from Activity 2 of the [‘*La ropa*’ – game cards resource [DOCX 4.73 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-spanish-la-ropa-game-cards.docx). In groups of 3 or 4, students take turns to select a clothing item card and ask each other what it is and where it can be worn. Students must identify and describe each clothing item correctly, and provide an appropriate place for where to wear each item. Students take turns to draw cards, ask and answer questions. Students can race other circles to finish the round first. **Use a wide range of features of the sound system in spoken interactions; Adjust and adapt vocabulary from a wide range of themes to interact (ML5-INT-01)**
* Provide students with the game cards from Activity 3 of the [‘*La ropa*’ – game cards resource [DOCX 4.73 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-spanish-la-ropa-game-cards.docx). In groups of 3 or 4, students play a ‘Go Fish’-style game, collecting 5 clothing cards to assemble an outfit. Students then create a detailed description of their outfit, based on the 5 cards they have in their hand at the end of play. Then, students write an outfit they would prefer, they would prefer, using clothing items, colours and designs of their own choosing. **Use and adapt a range of communication strategies to facilitate and sustain interactions in a range of contexts****(ML5-INT-01); Adjust and adapt vocabulary from a wide range of themes to create texts (ML5-CRT-01)**
* Play the ‘Ever-changing sentence’ game. Students form a group of 4–5. Each group has a pen and a sheet of paper. Together, the students will create a text that involves going to an event/destination and 3 items of clothing using the structure Para ir a *[*event/destination*]* voy a llevar *[*3 items of clothing*]*, for example, Para ir a la fiesta de mi quinceañera voy a llevar un vestido azul, unos tacones brillantes y negros, y una corona. When directed to begin, one student makes a single change to the sentence, for example, the verb form, destination or colour/pattern of clothing items. The students who follow must make further changes, one at a time, whilst ensuring that the sentence still makes sense and remains grammatically correct as the changes are made. Students continue to alter the sentence until every element has been changed. Allow time for the group to review their sentence before they hand it to another group for peer review and feedback. **Adjust and adapt vocabulary from a wide range of themes to create texts; Control and manipulate a range of structures and features of the grammatical system to create texts (ML5-CRT-01); Use metalanguage to reflect on and evaluate target language structures and features in texts** **(ML5-UND-01)**
* Students work in pairs taking turns to choose an event or destination they will be going to this weekend using the phrase Este fin de semana voy a *[*event/destination*]*. Their partner asks the question ¿Qué vas a llevar a *[*event/destination*]?* Their partner must describe appropriate clothing items for the event/destination using the vocabulary learned and the phrase Para ir a [event] llevo [clothing items]. Each outfit must consist of at least 3 items, with as much detail as possible. When the interaction is completed, students switch partners. **Understand and reciprocate detailed information about their own and others’ personal worlds (ML5-INT-01)**

### Which one do you prefer?

* Show students slides 30–35 of the [‘*La ropa’* resource [PPTX 5.09 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-spanish-la-ropa.pptx), comparing 2 items of clothing, asking Cuál prefieres?To indicate which item on each slide they prefer, they must respond with Prefiero *[*item*]*, including a description. For example, Prefiero los pantalones a rayas or Prefiero los calcetines a lunares. Ask students to give a justification of their opinion using an adjective, for example Por qué?, Porque son bonitos, or Porque son cómodos. Provide students with the phrase los/las dos for students who would like to say that both items are [adverb] [adjective], for example, Los dos son feos(for los zapatos).**Express and compare emotions and personal preferences (ML5-INT-01)**
* Introduce/review adverbs un poco, demasiado, muy, bastante*.* Write the adverbs on the board and ask the students which ones they recognise/recall. Write the English meanings on the board and add to the anchor chart while students add to books or devices. Show students slides 28–33 again and write a modelled example of a description of one of the items from the slide on the board, using an adverb with an adjective, for example*,* La chaqueta rosa es muy barata, or Los shorts marrones son demasiado largos*.* Review an explanation of why the definite article (el/la/los/las) must be used instead of the indefinite article in this instance as they are describing the specific items of clothing.Co-create further examples with students from the images in the slides 28–33, writing their suggestions on the board.Students then complete the [‘*¿Cuál prefieres?*’resource [DOCX 4.57 MB]](%20https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-spanish-cual-prefieres.docx) to practise using adverbs and adjectives, and justifying their opinions. **Adjust and adapt vocabulary from a wide range of themes to create texts** **(ML5-CRT-01); Discuss and justify opinions, ideas and perspectives (ML5-INT-01)**

 **Differentiation examples**

The following strategies provide a starting point for how you can differentiate the teaching and learning activities in the [‘*¿Cuál prefieres?*’resource [DOCX 4.57 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-spanish-cual-prefieres.docx) for a range of learners. Adapt or design alternatives, to meet the needs of students in your class.

**High potential and gifted students** – design a clothing catalogue with descriptions of the items to entice buyers. Encourage students to use additional vocabulary not used in this unit.

**Advanced proficiency** – students find an online clothing catalogue for a Spanish clothing company. They identify unfamiliar vocabulary for clothing and accessories and write descriptions of the items in Spanish, including how frequently they wear the item and their opinion of it.

**Students requiring additional support** – provide students with the sentences describing the clothing item in Spanish. Students can draw a picture of the item. Provide student with the sentences and the pictures for students to match.

### Mini task 3 – progress checkpoint

Table 6 – mini task – progress checkpoint 3

|  |
| --- |
| Mini task – a conversation |
| As a formative assessment task, to ensure students are on track to succeed in the final summative assessment task, students participate in an interaction to discuss their plans for the weekend with the Spanish exchange student, including what they are going to wear.  Provide student with the [‘Mini task 3 – conversation prompts’ resource [DOCX 3.93 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-spanish-mini-task-3-conversation-prompts.docx). Using the example provided, and the images in the table, students interact in pairs (or groups of 3), to exchange information about:   * where each person is going on the weekend * which clothing items each person is going to wear to the event, from the table provided (for example, ‘a skirt’) * which item, from the 2 different options for each clothing item provided in the table, each person prefers and why (for example, ‘the striped skirt because it is very elegant’).   Express and compare emotions and personal preferences; Adjust and adapt vocabulary from a wide range of themes to interact (ML5-INT-01)  Students should consult the marking guidelines for the final summative task, to check for understanding of language and expectations.  Teacher feedback – as students practise, provide feedback to each pair. |

 **Student reflection** – students complete a learning reflection journal entry, digitally or on paper (see [sample](https://spark.adobe.com/page/uo3V2GkvM9bGJ/), or students could use their own format), reflecting on their learning progress and setting new learning goals.

Reflection questions:

1. What elements of this task can be included in the final summative assessment task?
2. How can I build my confidence in interacting without any support (for example palm cards)?
3. Do I need to revise any vocabulary or structures from previous units? If yes, what should I focus on?

 **Teacher reflection and evaluation** – reflect on the unit of work to this point, along with student data such as formative assessment and feedback through exit tickets. Use this space to add any adjustments made to the unit or that will be made to the next stage of the learning sequence.

## Weeks 8–9 – at the clothes shop

The table below contains suggested learning intentions and success criteria. These are best co-constructed with students.

Table 7 – learning intentions and success criteria for Weeks 8–9

|  |  |
| --- | --- |
| Learning intentions | Success criteria |
| Students are learning that:   * demonstrative pronouns are used to specify which item is being described and are dependent on number and gender * there are a number of ways to make comparisons between items in Spanish * there are specific phrases and ways to interact when shopping, including discussing and requesting sizes for clothing and footwear * the Spanish clothing industry has a focus on sustainability. | Students can:   * indicate which item they are speaking about, using demonstrative pronouns, for example ‘this’ * make comparisons between items, describing items as ‘more/less/as [adjective]’ * interact with sales attendants to negotiate a purchase according to their needs, including requesting sizes, payment method and price * identify Spanish clothing brands. |

**Suggested vocabulary and grammatical structures:**

**Revision of numbers:**1–100

**Clothing stores**, for example la tienda de ropa, el centro comercial, los grandes almacenes

**Shopping phrases**, for example Necesito [clothing item] para [event], Quiero…, ¿Puedo pagar en efectivo/con tarjeta de crédito?, ¿Qué desea?, ¿Cuánto cuesta?, ¿De qué talla?, ¿De qué número?

**Making comparisons**, for example es más [adjective] que, es menos [adjective] que, es tan [adjective] como

**Demonstrative pronouns:** este, esta, estos, estas

**Using direct object pronouns:** me lo/la/los/las llevo

### At the shop

* To introduce clothes shopping, initiate a discussion about sustainability in the clothing industry. Where do we buy clothes? Is sustainable shopping important? Do we make sustainable shopping choices in Australia? Using the [Sustainability in fashion and accessories “Made in Spain”](https://inspain.news/sustainability-in-fashion-and-accessories-made-in-spain/) article, explore sustainable clothes shopping in Spain. Also, discuss clothing brands like [Desigual](https://www.desigual.com/es_ES/), [Flamingos’ Life](https://www.flamingoslife.com/), [indi & cold](https://www.indiandcold.com/es/) and [Sunad](https://shopfaubourg.com/brands/sunad/) which are popular, affordable and sustainable brands in Spain. Students research sustainable clothing shopping options available in Australia. Post the names of sustainable shopping companies on a class [Padlet](https://padlet.com/) and discuss whether students were aware these companies had sustainable clothing options. Stores like Shein, Amazon, Zara (a Spanish brand) and H&M are as popular in Spain as they are in Australia. Discuss the appeal of globalised shopping brands versus more sustainable options.
* Students watch the [*En la tienda de ropa*](https://www.youtube.com/watch?v=IWNz1xrLI3U) (3:01) clip and complete the activities in the [‘](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-spanish-en-la-tienda-de-ropa.docx)*[En la tienda de ropa](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-spanish-en-la-tienda-de-ropa.docx)*[’ resource [DOCX 3.6 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-spanish-en-la-tienda-de-ropa.docx), identifying and practising shopping-specific phrases and conversations. Add new vocabulary to the anchor chart, while students add to books or devices. **Listen to, read and view information, ideas and perspectives in moderately complex texts on a range of themes (ML5-UND-01)**
* As introduced in the [‘*En la tienda de ropa*’ resource [DOCX 3.6 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-spanish-en-la-tienda-de-ropa.docx), discuss the meaning of the phrase *¿Qué desea?* when asking what someone wants to buy. Ask the students how they would express what they would like, according to the dialogue they have just viewed in the [‘*En la tienda de ropa’* resource [DOCX 3.6 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-spanish-en-la-tienda-de-ropa.docx) and/or their prior knowledge. Identify the word Quiero from the phrases in the [‘*En la tienda de ropa’* resource [DOCX 3.6 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-spanish-en-la-tienda-de-ropa.docx) and write it on the board. Using images printed from the [‘](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-spanish-la-ropa.pptx)*[La ropa](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-spanish-la-ropa.pptx)*[’](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-spanish-la-ropa.pptx)[resource [PPTX 4.97 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-spanish-la-ropa.pptx), model a conversation on the board asking someone what they would like. Start by asking the question ¿Qué desea?Using the phrase Quiero + the clothing item on the card you have shown them, write the response on the board with input from the students. Encourage students to describe the item in detail, for example, Quiero unos vaqueros negros, or Quiero unos calcetines floreados marrones. Co-create a number of examples on the board with different cards until students are comfortable responding independently. Distribute the cards to students and give them a moment to compose a response to the question ¿Qué desea?with a description of the item on the card they have been given. Provide examples of a modelled interaction by asking volunteers to respond individually by describing the item on their card. Redistribute the cards. Give students a few minutes to compose their response without writing it down, and then ask them to move around the classroom to ask 5 of their classmates what they want using the structure ¿Qué desea? and the cue on their card and respond using Quiero *[*clothing item*]*. Students note down each person’s name and the item of clothing they are seeking in their books/devices. Collect the cards at the end of the activity. Describe each card aloud to the class and ask students to identify who had that item of clothing by putting up their hand and giving the name of the student. Confirm with the student that their classmate is correct. Provide support for students with the [‘*¿Qué desea?* – sentence scaffold’ resource [DOCX 3.0 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-spanish-que-desea-sentence-scaffold.docx), if needed. **Use knowledge of vocabulary from a wide range of themes to understand and respond to texts (ML5-UND-01); Use a wide range of features of the sound system in spoken interactions (ML5-INT-01)**
* Introduce phrases to ask about clothing sizes (¿De qué talla?) and shoe sizes (¿De qué número?). Discuss [European clothing sizes](https://www.finder.com.au/dress-size-conversion-chart) compared to Australian clothing sizes, as well as [shoes sizes](https://www.visiting.com.au/blog/australian-mens-shoe-size-conversion-guide/), so students are aware that there is a difference. At this point, determine whether revision of numbers 1–100 is necessary. Students can participate in games such as bingo, or complete other [revision activities](https://www.liveworksheets.com/w/es/espanol-como-lengua-extranjera-ele/299250) and [Liveworksheets](https://www.liveworksheets.com/w/es/espanol-como-lengua-extranjera-ele/1486711) to revise numbers, as required. Students complete the [‘*¿Qué desea?*’ resource [DOCX 3.92 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-spanish-que-desea.docx), using the visual cues to practise asking for specific items, including size and colour/design. Students record new structures in books or devices. Add relevant vocabulary and structures to the anchor chart, asking students for input. **Adjust and adapt vocabulary from a wide range of themes to create texts (ML5-CRT-01);** **Ask questions, make requests and explain actions (ML5-INT-01)**

 **Differentiation examples**

The following strategies provide a starting point for how you can differentiate the activities in the [‘¿Qué desea?’ resource [DOCX 3.92 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-spanish-que-desea.docx), for a range of learners. Adapt or design alternatives, to meet the needs of students in your class.

**High potential and gifted students** – students access the Spanish clothing brand websites [Desigual](https://www.desigual.com/es_ES/), [Flamingos’ Life](https://www.flamingoslife.com/) and/or [indi & cold](https://www.indiandcold.com/es/) and create a shopping phrase book with essential vocabulary (clothing items and accessories) and phrases, for example ‘on sale’, ‘in season’, ‘reduced’, ‘new season’ to make a clothing purchase. This may be in addition to, or in place of, Activity 1.

**Advanced proficiency** – with a like-ability partner, students create and perform a conversation in a clothing shop which includes making comparisons, negotiating choices (including sizes) and cost. This may be in addition to, or in place of, Activity 1.

**Students requiring additional support** – for Activity 1, provide students with the answers for columns 2 and 3, on sticky notes. Students then place the sticky notes into the corrects cells in the table. Students then use these responses as a model to write one sentence of their own to express what they want. For Activity 2, provide students with the [‘*¿Qué desea?* sentence scaffold’ resource [DOCX 3 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-spanish-que-desea-sentence-scaffold.docx), if required.

* To support numeracy skills, students complete the ‘How much is it?’ activity from the department’s [curriculum website](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/planning-programming-and-assessing-languages-7-10/learning-across-the-curriculum#Numeracy4). Students calculate cheaper options, when purchasing churros and a pair of shoes. **Adjust and adapt vocabulary from a wide range of themes to create texts (ML5-CRT-01)**
* Using the [‘Shopping dialogue’ resource [DOCX 3.58 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-spanish-shopping-dialogue.docx), students read a dialogue in a clothes shop, and then identify specific language features and answer comprehension questions. **Use metalanguage to reflect on and evaluate target language structures and features in texts** **(ML5-UND-01); Use knowledge of vocabulary from a wide range of themes to understand and respond to texts (ML5-UND-01)**
* Discuss the use of the demonstrative pronouns in the shopping dialogue to specify which items are being described (este vestido, esta falda). Discuss why the demonstrative pronouns in the dialogue are different (masculine or feminine). Write all 4 forms of demonstrative pronouns (este/esta/estos/estas) on the board as 4 different headings. Show students images of clothing (flashcards or printed cards) and ask them to categorise the items according to their number and gender by stating whether the item is masculino, feminino, plural masculino or plural feminino. Place each card under the correct heading as suggested by the students, saying the correct demonstrative pronoun aloud to model correct pronunciation. Students consolidate with the [‘This one’ resource [DOCX 3.97 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-spanish-this-one.docx), using the correct demonstrative pronoun when identifying items of clothing. Upon completion of the activity, students form groups of 3–4. Distribute sets of clothing cards to each group. Students place the cards face up on the table and take turns asking for the items on each card using the phrase Quiero este/esta/estos/estas + [item] + [detail], for example, Quiero esta camiseta roja*.* If they identify the card and use the demonstrative pronoun correctly, they pick it up. If an error is made, the first student to identify the error takes the card instead. Continue until all cards have been accurately described. The student with the most cards at the end of play is the winner. Students record new structures in books or devices. Add relevant structures to the anchor chart, asking students for input. **Control and manipulate a range of structures and features of the grammatical system to create texts (ML5-CRT-01)**
* Play a ‘brain break’ activity to practise the demonstrative pronouns. With the students, allocate a body position to the 4 different demonstrative pronouns, for example, hands on heads for este, hands in the air for esta, hands on shoulders for estos and hands out to the sides for estas. Show a picture of a clothing item on the board. The students must form the correct position according to which demonstrative pronoun is required for the item. Students who make the wrong choice or who are last to show the correct position are eliminated and sit down. Last student standing is the winner.
* Refer to the comparative statements students identified in the shopping dialogue. Review the structure of a comparative statement by writing the following structures on the board: *[*item*]* es más *[*adjective*]* que *[*second item*]*, *[*item*]* es menos *[*adjective*]* que *[*second item*]*, es tan *[*adjective*]* como *[*second item*]*. Refer to slides 36–37 of the [*‘La ropa’ resource* [PPTX 4.97 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-spanish-la-ropa.pptx) to demonstrate the structure of comparative statements. Discuss how to identify the second item in the statement using only the definite article and the adjective to avoid repetition of the noun. Emphasise that this can only be done when you are comparing similar items. Using 2 cards of similar items from Activity 2 of the [‘*La ropa* – game cards’ resource [DOCX 4.73 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-spanish-la-ropa-game-cards.docx), co-create more comparative statements on the board using all 3 structures and including the appropriate demonstrative pronoun, for example, esta blusa es más lujosa que la rosa, estos calcetines son menos largos que los marrones. Provide each student with a pair of cards showing similar items (for example, 2 shirts or 2 jackets) from the [‘*La ropa* – game cards’ resource [DOCX 4.73 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-spanish-la-ropa-game-cards.docx) which they use to construct a comparative statement in their books or devices. When they have completed their sentence, each student then swaps cards with another student, and writes a new comparative sentence with the new cards. Check student progress by moving around the room and engaging with the students and answering questions. Repeat this process at least 5 times. Students record new structures in books or devices. Add relevant vocabulary and structures to the anchor chart, asking students for input. **Adjust and adapt vocabulary from a wide range of themes to create texts (ML5-CRT-01)**
* **Exit ticket** – show students 2 different pictures of similar items. They must make at least 2 comparative statements about the 2 items.

### Making choices

* Refer to the phrases in the [‘Shopping dialogue’ resource [DOCX 3.58 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-spanish-shopping-dialogue.docx) that involve payment: ¿Puedo pagar con tarjeta de crédito o en efectivo? and ¿Cuánto cuesta? asking about cost. Discuss the meaning of these phrases in the context of the dialogue. These phrases will be required for the assessment task. Students form groups of 3–4. Provide each group with a copy of the shopping dialogue which has been cut into single phrases. Students collaborate to put the dialogue into the correct order. **Listen to, read and view information idea and perspectives in moderately complex texts on a range of themes (ML5-UND-01)**
* Direct students’ attention to the phrase Me llevoin the[*En la tienda de ropa*](https://www.youtube.com/watch?v=IWNz1xrLI3U) (3:01) dialogue. Ask the students what they think it means in this context, as it has a different meaning tollevo (I wear). Confirm that the phrase is the equivalent of ‘I’ll take (it)’ in English. Ask students to identify the same structure in the shopping dialogue. Focus on the use of the direct object pronouns in the text (me **lo** llevo, me **las** llevo). Ask the students what the pronouns are referring to and what their equivalent in English would be (I’ll take **it**, I’ll take **them**). Write examples on the board to demonstrate the use of direct object pronouns to avoid repetition, for example:
* Me llevo **la corbata a rayas** – Me **la** llevo
* Me llevo **el traje floreado** – Me **lo** llevo
* Me llevo **las chancletas** – Me **las** llevo
* Me llevo **los zapatos negros** – Me **los** llevo

Students practise their use of the direct object pronoun and consolidate their learning of phrases to use when purchasing items using the [‘*Me lo llevo*’ resource [DOCX 4.14 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-spanish-me-lo-llevo.docx). Students record new structures in books or devices. Add relevant vocabulary and structures to the anchor chart, asking students for input. **Control and manipulate a range of structures and features of the grammatical system to create texts (ML5-CRT-01)**

* Working in groups of 3–4, students place the clothing cards from the [‘*La ropa*’resource [PPTX 4.97 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-spanish-la-ropa.pptx), on the table facing up. Students take turns to choose a card and identify it, for example, son unos vaqueros azules. The student to their left attempts to claim the card by using the correct direction object pronoun with the phrase Me llevo, for example, Me **los** llevo*.* If they are correct, they claim the card. If they are incorrect, the student to their left has an attempt, and so on. Continue until all the cards have been identified and claimed. **Control and manipulate a range of structures and features of the grammatical system to interact** **(ML5-INT-01)**
* In pairs, students complete a running dictation. Post a short shopping text at various places around the room (you can use or adapt the one from the [‘Shopping dialogue’ resource [DOCX 3.58 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-spanish-shopping-dialogue.docx), or create your own – if using the one from the [‘Shopping dialogue’ resource [DOCX 3.58 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-spanish-shopping-dialogue.docx), ensure students have books and devices packed away). One student from each pair ‘fetches’ the text, bit by bit, returning to their partner who scribes. Roles can then be swapped. **Use a wide range of sound–symbol correspondences to create written texts (ML1-CRT-01)**
* **Exit ticket** – students draw a card from the pile of clothing cards and say they will take it using the correct direct object pronoun.

## Week 10 – summative assessment task

* Students review learning from the unit of work and consider how they can manipulate and extend on their learning to complete their assessment task. Students consult the final task marking guidelines to check for understanding of language and expectations, and identify areas they need seek support with. Allow time for questions in class.
* Students complete task. **Use knowledge of vocabulary from a range of themes to understand and respond to texts; Use knowledge of a range of structures and features of the target language to understand and respond to texts (ML5-UND-01); Ask questions, make requests and explain actions; Control and manipulate a range of structures and features of the grammatical system to interact; Discuss and justify opinions, ideas and perspectives; Express and compare emotions and personal preferences; Use a wide range of features of the sound system in spoken interactions (ML5-INT-01)**

# Evaluation and variation

 *Record any variations you implemented, including extensions and adjustments implemented to support student learning. for students with special education needs. The evaluation can include feedback from students.*

# Registration

Teacher name:

Teacher signature:

Date:

# Appendix A

## Sample summative assessment task

### Outcomes and content

**ML5-UND-01 analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding**

* Use knowledge of vocabulary from a range of themes to understand and respond to texts
* Use knowledge of a range of structures and features of the target language to understand and respond to texts

**ML5-INT-01 exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language**

* Ask questions, make requests and explain actions
* Control and manipulate a range of structures and features of the grammatical system to interact
* Discuss and justify opinions, ideas and perspectives
* Express and compare emotions and personal preferences
* Use a wide range of features of the sound system in spoken interactions

### Task

**Part A: Understanding texts (ML5-UND-01)**

You and your visiting exchange student have been exchanging text messages[[5]](#footnote-6) about an upcoming celebration. To help your parent or carer understand the details of the event, answer a series of questions in English relating to what to wear, and where, when and with whom the celebration will take place.

**Part B: Interacting (ML5-INT-01)**

You are talking with your friend[[6]](#footnote-7) about an upcoming celebration that you are both attending. Using the clothing catalogue provided[[7]](#footnote-8), discuss the event and what you are going to wear. In your conversation include:

* information about when and where the celebration will take place
* what you are going to do at the celebration
* opinions and descriptions of at least 2 items that you plan to wear from the catalogue, including designs and colours
* at least one comparison between items in the catalogue
* a decision on at least one item you are intending to buy.

### Stimulus texts

The stimulus texts and questions for Part A are provided in the [‘Summative task – text messages’ resource [DOCX 4.76 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-spanish-summative-assessment-task-text-messages.docx).

The stimulus text for Part B is provided in the [‘Summative task – catalogue’ resource [DOCX 11.34 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-spanish-summative-assessment-task-catalogue.docx).

### Marking guidelines

Table 10 – marking guidelines for Part A

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Outcome and content | A – extensive | B – thorough | C – sound | D – basic | E – elementary |
| ML5-UND-01   * Responds to texts critically and creatively in the target language and/or English by interpreting and analysing information, ideas and perspectives | Responds in English to the text, identifying detailed information relating to:   * plans for and details of the event * how this event is different to a similar event in Spain * whether the parent or carer would agree to the friends attending the party, with justification. | Responds in English to the text, identifying most information relating to:   * plans for and details of the event * how this event is different to a similar event in Spain * whether the parent or carer would agree to the friends attending the party, with justification. | Responds in English to the text, identifying some relevant information relating to:   * plans for and details of the event * how this event is different to a similar event in Spain * whether the parent or carer would agree to the friends attending the party, with justification. | Responds in English to some information in the text relating to:   * plans for and details of the event   and/or   * how this event is different to a similar event in Spain   and/or   * whether the parent or carer would agree to the friends attending the party, with justification. | Attempts to identify some information. |

Table 11 – marking guidelines for Part B

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Outcome and content | A – extensive | B – thorough | C – sound | D – basic | E – elementary |
| ML5-INT-01   * Ask questions, make requests and explain actions * Express and compare emotions and personal preferences * Discuss and justify opinions, ideas and perspectives | Interacts with accuracy to exchange information about the event, including the following:   * when and where it is * what they are going to do at the celebration * opinions and descriptions of at least 2 items that they plan to wear from the catalogue, including designs and colours * at least one comparison between items in the catalogue * a decision on at least one item they are intending to buy. | Interacts, with minor errors, to exchange information about the event, including the following:   * when and where it is * what they are going to do at the celebration * a description of at least 2 items that they plan to wear from the catalogue, including designs and colours * at least one comparison between items in the catalogue * a decision on at least one item they are intending to buy. | Interacts, with errors, to exchange some information about the event, including most of the following:   * when and where it is * what they are going to do at the event * a description of at least one item that they plan to wear from the catalogue, including designs and colours * a comparison between items in the catalogue * a decision on at least one item they are intending to buy. | Interacts, with frequent errors that may hinder comprehension, to exchange some information about the event that may include some of the following:   * when and where it is * what they are going to do at the event * a description of an items that they plan to wear from the catalogue * a comparison between items in the catalogue * a decision on an item they are intending to buy. | Attempts, with limited ability, to interact. |
| * Control and manipulate a range of structures and features of the grammatical system to interact | Interacts with accuracy, using a broad range of structures and features of the grammatical system, including:   * comparative structures * adjectives of colour and/or design * direct object pronouns * use of the near future structure (ir a) * verbs of preference * demonstrative pronouns. | Interacts, with minor errors, using a broad range of grammatical structures and features, including:   * comparative structures * adjectives of colour and/or design * direct object pronouns * use of the near future structure (*ir a*) * verbs of preference * demonstrative pronouns. | Interacts, with errors, using a range of grammatical structures and features that may include:   * comparative structures * adjectives of colour and/or design * direct object pronouns * use of the near future structure (*ir a*) * verbs of preference * demonstrative pronouns. | Interacts, with frequent errors that may hinder comprehension, using some of the following grammatical structures or features:   * comparative structures * adjectives of colour and/or design * direct object pronouns * use of the near future structure (ir a) * verbs of preference * demonstrative pronouns. | Attempts, with limited ability, to interact. |
| * Use a wide range of features of the sound system in spoken interactions | Communicates effectively, using authentic intonation, pronunciation and conversation fillers. | Communicates effectively, with minor errors in intonation and pronunciation. Uses some conversation fillers. | Communicates with mostly clear intonation and pronunciation, with some errors. May include some conversation fillers. | Communicates with errors in intonation and pronunciation that may hinder comprehension. May attempt to use some conversation fillers. | Attempts to communicate. |

### Sample student response

This sample is provided as a guide to demonstrate the intentions of the task aligned to the unit and the marking guidelines. Responses will vary and the task, marking guidelines and sample may be adjusted to suit your context.

This is an example of a Grade A response.

#### Part A

Summarise the details for your parent or carer, including where, when and with whom the celebration will take place, and what you plan to wear. **It’s a birthday party for Ella’s friend David at his house on the weekend. They will catch the train there and there will be dancing, singing and eating. They need to take a present. She will wear black jeans and a striped shirt OR He prefers a suit.**

1. Describe how this event is different to a similar event in Spain. **A birthday party is more formal.**
2. Do you think your parent or carer will let you attend? Justify your response with reference to the text. **They would agree as the friends would do their homework which is due on Monday, on Sunday OR They wouldn’t agree as although the friends have said they will do their homework which is due on Monday, on Sunday, their parent or carer might prefer they do it instead of going to the party.**

#### Part B

Student 1: Hola [X], Hay la fiesta del cumpleaños de [X] este fin de semana.

Student 2: Sí. ¿A qué hora es?

Student 1: A las ocho. En la casa de [X]?

Student 2: Sí, está en la ciudad. ¡Voy a bailar y cantar!

Student 1: Y vamos a celebrar. ¿Qué vas a llevar?

Student 1: Pues, no sé. Me gusta mucho esta falda rosa. Es bonita y bastante corta. Y este vestido negro es lujoso y muy elegante. ¿Y tú?

Student 2: A ver, no me gustan nada estos zapatos azules, son más feos que los negros. Me gustan mucho estos shorts grises. Son bastante lisos. Me los llevo.

Student 1: Me gustan las botas blancas. Son tan elegantes como las marrones pero son más bonitas que las negras. Me las llevo.

Student 2: Pues, hasta luego.

Student 1: Hasta el sábado.

**Translation**

Student 1: Hello [X], this weekend is [Y]’s birthday party.

Student 2: Yes, what time is it?

Student 1: At 8pm. At [X]’s house?

Student 2: Yes, it is in the city. I am going to dance and sing!

Student 1: And we are going to celebrate! What are you going to wear?

Student 1: Hmm, I don’t know. I really like this pink skirt. It’s pretty and quite short. And this black dress is fancy and very elegant. What about you?

Student 2: Let’s see, I don’t like these blue shoes at all, they are uglier than the black ones. I really like those grey shorts. They’re quite plain. I’m getting them.

Student 1: I really like these white boots. They are as elegant as the brown ones, but they are prettier than the black ones. I’m getting them.

Student 2: Well, see you later.

Student 1: See you Saturday.

# Appendix B – unit of work infographic for students

To support student engagement in the unit, the Stage 5 Spanish – [‘Let’s celebrate’ infographic [PDF 1.86 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-spanish-lets-celebrate-unit.pdf) gives students a visual guide of the unit’s learning pathway. You can also access an [editable version](https://www.canva.com/design/DAFysQs34iA/367TmTUCiOKgf6YtL0ld-Q/view?utm_content=DAFysQs34iA&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink&mode=preview) to amend for your own context. Using visual learning journeys also supports [Embedding Aboriginal pedagogies in language teaching](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/languages-curriculum-resources-k-12/languages-curriculum-resources-k-6/embedding-aboriginal-pedagogies-in-language-teaching#:~:text=Embedding%20Aboriginal%20pedagogies%20enables%20you,rather%20than%20in%20Aboriginal%20content.) through Learning Maps – explicitly mapping or visualising processes.



## About this resource

* The target audience for this resource is teachers of Stage 5 Spanish.
* Email questions and feedback about this resource to [languagesnsw@det.nsw.edu.au](mailto:languagesnsw@det.nsw.edu.au) using the subject line ‘Stage 5 Spanish’.
* This resource will be reviewed in 12 months’ time as part of ongoing internal evaluation.
* Created/last updated: October 2023.

## How to use this resource

This 10-week unit can be modified to suit the needs of your learners, including adding your own resources, modifying content or duration and differentiating for learning needs and learner groups. You can learn more about differentiation by accessing the department’s [Differentiation Adjustment Tool](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/implement/differentiation-adjustment-strategies). The learning, teaching and assessment strategies and assessment task are suggestions only.

## Supporting students with disability

When using this unit of work, the assessment task and embedded scaffolds, planners and teaching and learning activities consider the needs of students with disability to ensure inclusivity for student access, engagement and expression in lessons.

* Considerations may include:
* providing scaffolds as an option for all students to use when needed to guide their response
* providing a visual list of key vocabulary and phrases
* providing options for student expression using their preferred mode of communication
* using closed captions (with English translation setting where appropriate) and/or provide transcripts for deaf or hard of hearing students
* providing documents digitally and/or orally as well as on paper so that they may be accessed by means such as screen readers
* advising students of accessibility options for websites used in the unit such as Quizlet such as large font and voice over options.
* Adjustments are recommended to cater to your class’s learning needs. This could include how students will present their work and communicate their understanding.
* Appropriate adjustments may include:
* use of explicit instructions and defining key terms/concepts
* simplified or modified practical activities
* use of pictures and diagrams, clearly labelled to support students to access the tasks
* speech to text or augmentative communication devices.
* Tailoring the mini task – progress checkpoints should provide an equitable opportunity for all students to demonstrate their understanding and receive quality feedback to improve learning outcomes.

## Additional support for EAL/D students

When using this resource consider the needs of EAL/D students’ backgrounds when adapting teaching and learning activities. Considerations may include:

* building background knowledge (cultural and linguistic) for EAL/D students is needed for what may be considered ‘common’ terms
* ‘family’ can be a sensitive topic for many students, particularly those from refugee backgrounds. Teachers’ knowledge of their students’ family backgrounds is essential to adapt the task appropriately
* EAL/D students could require background knowledge and explicit teaching of particular text types (audience, purpose, structure, register, language). EAL/D students may be unfamiliar with a blog or an email. They should have multiple authentic examples/models to read and opportunities to practise writing responses prior to the task
* questions in English must be posed using language that is accessible for EAL/D students. These students will have varying levels of proficiency in English and will need to process and make meaning across 2 languages different from their own
* EAL/D learners may require scaffolding to support them to gain content knowledge, while providing extra time and assistance to master the English language required to engage with texts or complete classroom tasks. [View some samples of differentiating through scaffolding](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/english-as-an-additional-language-or-dialect/teaching-and-learning#Differentiation2).

## Evidence base

This unit of work supports the following themes from [‘What works best’: 2020 update](https://education.nsw.gov.au/about-us/educational-data/cese/publications/research-reports/what-works-best-2020-update#Summary1) (CESE 2020):

* high expectations
* explicit teaching
* effective feedback
* assessment.

## Further information

* Aligned to system priorities and/or needs: [NSW Department of Education 2018-2023 Strategic Plan](https://education.nsw.gov.au/about-us/strategies-and-reports/strategic-plan#Downloads5) – *academic achievement*
* Aligned to [School Excellence Framework](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/school-excellence-and-accountability/media/documents/SEF_Document_Version_2_2017_AA.pdf): *Learning domains – curriculum; assessment; Teaching domain – effective classroom practice*
* Consultation:Multicultural Education, EAL/D Education

# References

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NESA holds the only official and up-to-date versions of the NSW Curriculum and syllabus documents. Please visit the NSW Education Standards Authority (NESA) website <https://educationstandards.nsw.edu.au/> and the NSW Curriculum website [https://curriculum.nsw.edu.au/home](https://curriculum.nsw.edu.au/).

[Modern Languages K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/languages/modern-languages-k-10-2022/overview) © 2022 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

CESE (Centre for Education Statistics and Evaluation) (2020) [*What works best: 2020 update*](https://education.nsw.gov.au/about-us/education-data-and-research/cese/publications/research-reports/what-works-best-2020-update), NSW Department of Education, accessed 6 November 2023.

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1. Teacher to provide text(s). [↑](#footnote-ref-2)
2. As this task assesses interaction, students are encouraged to work in pairs. Some students may prefer to work individually and/or use assistive technology to provide oral responses. Students could perform live in class, or record their conversation using a platform such as [Flip](https://info.flip.com/en-us.html). Students may use prompt cards or scaffolds to support spontaneous interaction. [↑](#footnote-ref-3)
3. Teacher to provide text(s). [↑](#footnote-ref-4)
4. You may like to swap out images for your context as some students’ ideas relating to costs may be different. [↑](#footnote-ref-5)
5. Text provided. [↑](#footnote-ref-6)
6. As this task assesses interaction, students are encouraged to work in pairs. Some students may prefer to work individually and/or use assistive technology to provide oral responses. Students could perform live in class, or record their conversation using a platform such as [Flip](https://info.flip.com/en-us.html). Students may use prompt cards or scaffolds to support spontaneous interaction. [↑](#footnote-ref-7)
7. Text provided. [↑](#footnote-ref-8)