



QCAA Spanish

EP Curriculum Map

Unit 1: Mi mundo – My world

Topic 1: Family/Carers and Friends

Content Descriptor	Lesson Names
<ul style="list-style-type: none">consider and create introductions in a variety of age-appropriate settings in their own and Spanish-speaking communities, e.g. introduce and describe themselves and others in a variety of settings and text typescomment on the similarities and differences in family/carers, friends and daily life in their own and Spanish-speaking communities, e.g. compare family/carer structures, discuss relationships with family/carers or siblings, create explanatory texts about family/carers, friends and daily life.	<ul style="list-style-type: none">Advanced Unit 2: Friendships and Relationships

Topic 2: Lifestyle and Leisure

Content Descriptor	Lesson Names
<ul style="list-style-type: none">consider how interests, traditions, events and celebrations impact on family/carer identity, community connections and cultural values in their own and Spanish-speaking communities, e.g. research and compare significant events, leisure activities or sports in Spanish-speaking communities and Australiacompare and contrast lifestyle and leisure for themselves and their peers in Spanish-speaking communities, e.g. negotiate leisure activity arrangements; compare what is considered a healthy lifestyleappraise the diversity of celebrations in their social sphere and those of their peers in Spanish-speaking communities, e.g. give reasons for family/carer activity preferences and/or values	<ul style="list-style-type: none">Advanced Unit 12: Lifestyle and Leisure ActivitiesAdvanced Unit 2: Friendships and RelationshipsAdvanced Unit 3: HealthAdvanced Unit 4: FestivalsAdvanced Unit 6: A Journey Around the Hispanic World

Topic 3: Education

Content Descriptor	Lesson Names
<ul style="list-style-type: none"> compare and explain education experiences, e.g. compare education systems or school expectations and traditions analyse perspectives on the benefits and challenges of study, e.g. contrast experiences of peers in a variety of educational contexts in Australia and Spanish-speaking communities assess a variety of texts comparing education systems in Spanish-speaking communities and Australia, e.g. discuss values and attitudes towards education and school traditions or expectations and societal and cultural factors. 	<ul style="list-style-type: none"> Advanced Unit 1: Future Plans

Unit 2: La exploración de nuestro mundo – Exploring our world

Topic 1: Travel

Content Descriptor	Lesson Names
<ul style="list-style-type: none"> describe personal travel and tourism in Spanish-speaking communities and Australia, e.g. identify places students have visited, recognise places of interest to Spanish-speakers and/or highlights of Spanish-speaking countries and Australian destinations (including places that are significant to Indigenous cultures) consider conversations related to travel options and experiences in Spanish-speaking communities, e.g. contrast cultural conventions associated with travel experiences analyse trends in travel and their impact, e.g. consider economic, environmental and/or security factors; compare types of tourism and marketing, e.g. ecotourism, sharing economy, extreme tourism, volunteer tourism evaluate tourist destinations by reflecting on travel experiences and the importance of travel, e.g. comment on the reasons for and attitudes towards travelling and/or popular destinations 	<ul style="list-style-type: none"> Advanced Unit 4: Festivals Advanced Unit 6: A Journey Around the Hispanic World Extra Texts: <ul style="list-style-type: none"> Plans after school Working holiday Planning a trip Cultural differences

<p>and events</p> <ul style="list-style-type: none"> investigate the significant features of a famous destination or event, e.g. identify geographical, historical and/or cultural features of a Spanish destination or event; comment on the similarities and differences between significant sites in Australia justify decisions about travel options for specific audiences, e.g. discuss guidelines, rules, laws and expectations of travellers and the resulting recommendations for different groups. 	
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Topic 2: Technology and Media

Content Descriptor	Lesson Names
<ul style="list-style-type: none"> consider the central role of technology in their own lives and the lives of Spanish-speaking peers, e.g. compare and contrast the ways they connect and acquire new information; identify ways technology has made travel easier or more accessible assess the impact of, and trends in, technology with regards to young people in the 21st century society, e.g. investigate the advantages and disadvantages of using technology to communicate and/or access information appraise the effects of technology and media on their own world view and on the world view of Spanish-speaking peers, e.g. evaluate the positive and negative effects of their own use of technology; discuss how the rapid transfer of news and information (substantiated and not) influences their world view. 	<ul style="list-style-type: none"> Advanced Unit 5: Technology and Social Networks

Topic 3: The Contribution of Spanish Culture to the World

Content Descriptor	Lesson Names
<ul style="list-style-type: none"> identify how Spanish traditional culture is maintained in the modern world, e.g. describe festivals, events, rites of passage and community celebrations analyse how aspects of Spanish culture have made diverse contributions around the world, e.g. consider to what extent Spanish culture is present in the local community and the reasons 	<p><i>Content still to be developed</i></p>

<p>why</p> <ul style="list-style-type: none"> investigate significant/prominent Spanish speaker/s and their contribution to linguistic/cultural identity, e.g. summarise significant/prominent Spanish speaker/s influence on the arts (music, film, literature or digital), sports or broader community 	
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Unit 3: Nuestra sociedad – Our society

Topic 1: Roles and Relationships

Content Descriptor	Lesson Names
<ul style="list-style-type: none"> recognise the diversity of roles and relationships as portrayed in a variety of media, e.g. summarise personal accounts detailing the evolving nature of family/carers, identify stereotypical versus actual family/carers and/or gender roles consider the concept of the individual and how different factors influence their perceptions of themselves and their place in society, e.g. compare and contrast how relationship status, cultural norms, social media and peer pressure impact self-image comment on the changing structure of the family/carer unit, stereotypical roles in society and gender bias in their own and Spanish-speaking communities in the 21st century, as represented in texts and media, e.g. summarise the differences and similarities of traditional social structures, cultural expectations and employment opportunities between home and Spanish-speaking communities. 	<ul style="list-style-type: none"> Advanced Unit 2: Friendships and Relationships Advanced Unit 12: Roles, Relationships and Groups in Society Advanced Unit 5: Technology and Social Networks Advanced Unit 7: Immigration and Racism

Topic 2: Socialising and Connecting with my Peers

Content Descriptor	Lesson Names
<ul style="list-style-type: none"> identify and describe how they and their Spanish-speaking peers socialise and connect with each other, e.g. summarise the 	<ul style="list-style-type: none"> Advanced Unit 2: Friendships and Relationships Advanced Unit 3: Health Advanced Unit 5: Technology and Social

<p>opportunities available, describe specific activities and barriers to socialising and connecting</p> <ul style="list-style-type: none"> • compare the opportunities and challenges for young people in maintaining a sense of connectedness, e.g. determine societal expectations and definitions of success and the impact on young peoples' sense of belonging • analyse the impact of socialising and connecting with their peers, e.g. consider the nature of connectedness with their peers in their own and Spanish-speaking communities • discuss and advise peers on issues that affect young people and are impacted by their cultural values and beliefs, e.g. consider topics such as youth health, addiction and harassment. 	<p>Networks</p>
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Topic 3: Groups in Society

Content Descriptor	Lesson Names
<ul style="list-style-type: none"> • identify how young people in their own and Spanish-speaking communities represent their perspectives and uniqueness by joining groups with particular identities, appearances, and interests, e.g. participating in community service organisations and support groups for those in need • investigate news items impacting on young people, e.g. comment on the effect of world events on their lives and how they develop opinions and/or make decisions • evaluate the impact of 'the group' and 'the individual' in terms of independence, individuality and responsibility, e.g. appraise the impact of societal expectations/conventions on their life and those of Spanish-speaking peers. 	<ul style="list-style-type: none"> • Advanced Unit 7: Immigration and Racism • Advanced Unit 11: Roles, Relationships and Groups in Society

Unit 4: Mi futuro – My future

Topic 1: Finishing secondary school, plans and reflections

Content Descriptor	Lesson Names
<ul style="list-style-type: none"> reflect on the end of their school lives, e.g. describe the significance of graduation ceremonies and end-of-secondary-school celebrations in Australian and Spanish-speaking communities; explain their achievements, challenges and experiences as a student consider the role of Spanish in their future, e.g. explore the opportunities for future study, travel, employment and career prospects discuss a variety of perspectives about finishing secondary school and plans for the future, e.g. summarise their plans for travel, study and careers and the factors that impact on these decisions comment on personal feelings about their experiences at school, the relationships they most valued, and what they will miss as they leave school, e.g. advise future senior students on what they wish they had known and/or done differently. 	<ul style="list-style-type: none"> Advanced Unit 1: Future Plans Extra Texts: <ul style="list-style-type: none"> Study Abroad Final Year of School Consumerism

Topic 2: Responsibilities and moving on

Content Descriptor	Lesson Names
<ul style="list-style-type: none"> compare and contrast employment prospects and post-school options in their own and Spanish-speaking communities, e.g. consider study and job opportunities in a range of Spanish-speaking communities and the associated economic factors (cost of living, accommodation) discuss the considerations associated with creating a more independent life after school for themselves and Spanish-speaking peers, e.g. offer advice to their peers on study, employment and gap years postsecondary school comment on their own concerns relating to the responsibilities they face at the end of their secondary school lives, e.g. discuss the kind of 	<ol style="list-style-type: none"> Advanced Unit 1: Future Plans Extra Texts: Consumerism



person they aspire to be and the impact they hope to have on others/the world.