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TABLE OF CONTENTS

[F–10 AUSTRALIAN CURRICULUM: LANGUAGES – SPANISH 3](#_Toc101356543)

[ABOUT THE LEARNING AREA 3](#_Toc101356544)

[Introduction 3](#_Toc101356545)

[Rationale 3](#_Toc101356546)

[Aims 4](#_Toc101356547)

[Structure 4](#_Toc101356548)

[Key considerations 7](#_Toc101356549)

[Key connections 9](#_Toc101356550)

[Resources 13](#_Toc101356551)

[ABOUT SPANISH 14](#_Toc101356552)

[Introduction 14](#_Toc101356553)

[Rationale 14](#_Toc101356554)

[Structure 14](#_Toc101356555)

[CURRICULUM ELEMENTS 17](#_Toc101356556)

[Foundation 17](#_Toc101356557)

[Years 1–2 20](#_Toc101356558)

[Years 3–4 29](#_Toc101356559)

[Years 5–6 38](#_Toc101356560)

[Years 7–8 (F–10) 47](#_Toc101356561)

[Years 9–10 (F–10) 55](#_Toc101356562)

[Years 7–8 (Year 7 entry) 63](#_Toc101356563)

[Years 9–10 (Year 7 entry) 73](#_Toc101356564)

F–10 AUSTRALIAN CURRICULUM: LANGUAGES – SPANISH

ABOUT THE LEARNING AREA

Introduction

The Australian Curriculum: Languages has been developed to give all students the opportunity to engage in learning a language in addition to English. The design of the Languages curriculum recognises features that all languages share as well as the distinctiveness of each language.

Languages includes language-specific curricula for world languages and a *Framework for Aboriginal Languages and Torres Strait Islander Languages*.

Learners of languages in Australia comprise 3 major groups:

1. **Second language learners:** Second language learners are introduced to learning the target language at school as an additional, new language. The first language used before they start school (and/or the language used at home) is not the language being learnt.
2. **Background language learners:** Background language learners may use the language at home, not necessarily exclusively, and have varying degrees of knowledge of, and proficiency in, the language being learnt. These learners have a base for literacy development in the language.
3. **First language learners:** First language learners are users of the language being learnt who have completed schooling in the target language to at least Year 6. They experienced primary socialisation and initial literacy development in that language and use the target language at home. For Aboriginal languages and Torres Strait Islander languages, first language learners are learners whose primary socialisation is in the language being learnt and who may or may not have yet developed initial literacy.

Rationale

Communication is a human imperative. Irrespective of which language, communication involves interaction to convey meaning as well as imagination, creativity and a broad understanding of ourselves and others. Language learning provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, and reflect on their experience in various aspects of social life, including their own participation and ways of being in the world.

Learning a language(s) broadens students’ horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world can offer. The interdependence of countries and communities means people in all spheres of life are required to negotiate experiences and meanings across languages and cultures. Despite its status as a world language, a capability solely in English can limit global opportunities. A bilingual or plurilingual capability is the norm in many parts of the world.

Learning language(s) develops learners’:

* communication skills
* literacy skills in their first and additional languages
* intercultural capabilities
* understanding of, and respect for, diversity and difference, and an openness to different experiences and perspectives
* understanding and appreciation of how culture shapes world views and extends their understanding of themselves, their own heritage, values, culture and identity
* critical and creative thinking.

Learning a language provides opportunities for the community to engage socially, culturally and economically in domains which include business, trade, science, law, education, tourism, diplomacy, international relations, health and communications.

For First Nations Australian students, learning their own languages is crucial to overall learning and achievement to develop a sense of identity and recognition, and understanding of language, culture, Country and Place. For all students, learning Aboriginal languages and Torres Strait Islander languages provides a distinctive means of understanding the country in which they live, including the relationship between land, the environment and people. Ongoing and necessary reclamation and revitalisation of these languages contribute to reconciliation.

Aims

The 3 interrelated aims of Languages are to develop knowledge, understanding and skills to ensure students:

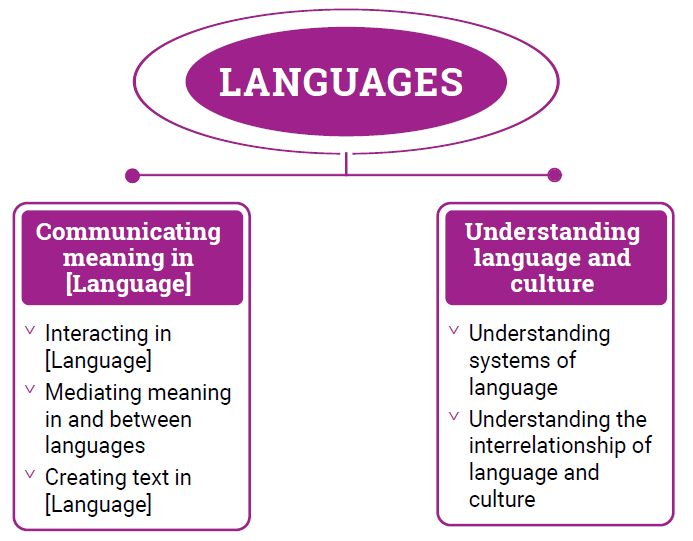
* develop linguistic competence
* understand language and culture, and their relationship, and thereby develop an intercultural capability in communication
* understand themselves as communicators.

Structure

Languages is presented in 2 sequences that offer different entry points into language learning; from Foundation to Year 10 or Year 7 to Year 10.

The Foundation to Year 10 sequence is presented in bands of 2-year levels after the Foundation year. The Years 7 to 10 sequence is presented in bands of 2-year levels; Years 7 and 8, and Years 9 and 10.

Content in Languages is organised under 2 interrelated strands, each with a number of sub-strands. The strands and sub-strands are presented in Figure 1.



*Figure 1: Languages content structure*

Strand: Communicating meaning in [Language]

This involves students learning to use language for communicative purposes in interpreting, creating and exchanging meaning. There are 3 sub-strands.

**Interacting in [Language]**

Exchanging ideas, opinions, experiences, thoughts and feelings in non-verbal, spoken and written interactions; participating in planning, negotiating, deciding and taking action.

**Mediating meaning in and between languages**

Obtaining, processing, interpreting and conveying information through a range of spoken, written and multimodal texts; moving between languages and cultures non-verbally, orally and in writing, recognising different interpretations.

**Creating text in [Language]**

Creating a range of spoken, written and multimodal texts for specific contexts, purposes and audiences.

Strand: Understanding language and culture

This involves students learning to analyse and understand language and culture as resources for interpreting and shaping meaning in intercultural exchange. There are 2 sub-strands.

**Understanding systems of language**

Understanding the linguistic features of the language, including sound, writing, grammatical and textual conventions.

**Understanding the interrelationship of language and culture**

Analysing and reflecting on the role of language and culture in shaping meaning and identity.

Key considerations

Flexible entry points to F–10 and Years 7–10 sequences

Languages provides 2 learning sequences to cater for different entry points into language learning. The curriculum recognises that these 2 sequences do not necessarily represent the variety of entry points into the curriculum. Teachers can use the sequences flexibly to meet the needs of their students in their teaching and learning contexts.

Use of English

Students should use the target language to communicate whenever possible in classroom, local or digital environments. The use of English provides opportunities for students to reflect on, explore and discuss ideas, and use metalanguage to talk about and compare languages and cultures.

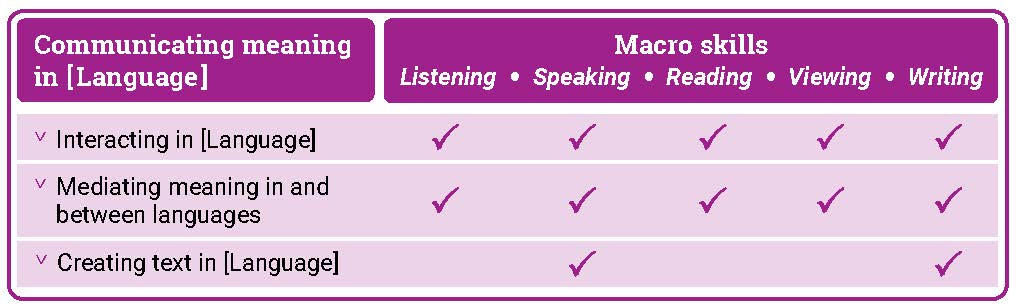
Macro skills

The macro skills of listening, speaking, reading, viewing and writing – also known as language modes – are interrelated. The learning of one often supports and extends the learning of others. To acknowledge these interrelationships, content in Languages incorporates these macro skills in an integrated and interdependent way.

Teaching and learning contexts will necessarily draw from more than one of these skills to support students’ effective learning. For example, students will learn new vocabulary, such as words, phrases and expressions, through listening, reading and viewing. They will apply their knowledge and understanding in their speaking and writing, as well as in their comprehension of spoken, visual, written and multimodal texts.

The macro skills are aligned most strongly to the *Communicating meaning in [Language]* strand, and are implicit in the content of the sub-strands and across the content descriptions, as shown in Table 1.

Table 1: The relationship between macro skills and the Communicating meaning in [Language] strand



Texts

Texts can be spoken, written, visual, multimodal, and in print and digital/online forms. Multimodal texts combine language with other means of communication such as visual images and audio or spoken words in film or digital media. Texts include all forms of augmentative and alternative communication; for example, gesture, signing, real objects, photographs, pictographs and pictograms. Texts provide important opportunities for learning about aspects of students’ experiences of languages and cultures. Many of the tasks that students undertake in and out of school involve understanding and producing informative and imaginative texts in everyday and workplace contexts.

Teachers are best placed to guide the selection of materials for students to listen to, read, view, write and create. They provide purposeful activities that can be organised around these materials to meet the needs of the students in their classes.

Protocols for engaging First Nations Australians

When planning teaching activities involving engagement with First Nations Australians, teachers should follow protocols that describe principles, procedures and behaviours for recognising and respecting First Nations Australians and their intellectual property. Teachers should use approved resources such as those that may be provided by their state or territory school system, First Nations Australians education consultative groups or other protocols accredited by First Nations Australians.

While the Australian Curriculum uses the terms ‘First Nations Australians’ and ‘Australian First Nations Peoples’, there may be other terms that First Nations Australians of a particular area or location prefer. It is important to use the terms preferred in a particular area or location.

Meeting the needs of diverse learners

The Australian Curriculum values diversity by providing for multiple means of representation, action, expression and engagement, and allows schools the flexibility to respond to the diversity of learners within their community. All schools have a responsibility when implementing the Australian Curriculum to ensure that students’ learning is inclusive, and relevant to their experiences, abilities and talents.

For some students with diverse languages, cultures, abilities and talents it may be necessary to provide a range of curriculum adjustments so they can access age-equivalent content in Languages and participate in learning on the same basis as their peers.

The study of languages is important in the multilingual societies and the global economy in which we live. Students with diverse identities, languages, cultures, abilities and talents benefit from the study of languages when an appropriate learning environment is provided.

Languages is intended for all students, and it is recognised that some students may require adjustments to support how they see, hear, and/or process language. Students may require access to a wide range of approaches and resources including, and not limited to:

* multi-sensory visual, auditory, tactile, and/or kinesthetic experiences and resources
* simultaneous learning channels such as combinations of listening, speaking, reading, viewing and writing resources to teach a language concept
* resources such as picture cues for words or hand and mouth movements to illustrate a sound, or colour-coding to illustrate gender or subject/verb agreements
* modified equipment and tools
* multilingual labels, signs and posters around the classroom
* devices, mnemonics, rhythms and rhymes to reinforce vocabulary, expressions and features
* peer-assisted learning
* open-ended tasks that provide flexibility and can be completed at different levels of complexity
* challenging individual and group extension activities.

Key connections

General capabilities

General capabilities equip young Australians with the knowledge, skills, behaviours and dispositions to live and work successfully. General capabilities support and deepen student engagement with learning area content and are best developed within the context of learning areas.

Opportunities to develop general capabilities in learning area content vary. In addition to Literacy and Numeracy, which are fundamental to all learning areas, the general capabilities of most relevance and application to Languages are Intercultural Understanding, Critical and Creative Thinking, Personal and Social capability, and Digital Literacy. These general capabilities are identified in content descriptions when they are developed or applied through the Languages content. They are also identified in content elaborations when they offer opportunities to add depth and richness to student learning.

Literacy

Languages develops students’ ability to listen to, read, view, create, and perform a range of spoken, written and multimodal texts in the target language. It provides opportunities for students to move between the target language and English to analyse, interpret and reflect on texts. Students enhance and extend their knowledge and understanding of English literacy, and use their knowledge of English literacy to support their learning in the target language. They develop increasing fluency in the second or additional language. They also develop the ability to reflect on and discuss their understanding of language as a system, using the metalanguage of English.

Learning an additional language(s) and English is mutually beneficial to literacy development. This is reflected in the links between language learning and the National Literacy Learning Progression (NLLP) in Languages. Content is linked to the expected level of literacy development that students, typically, would have achieved at each year/band of years. For example, students in Year 8 are likely to be operating at Level 6 in the Speaking sub-element of the NLLP. These students may not be operating at Level 6 Speaking in a second or additional language(s). However, the teacher can make connections and draw on students’ English literacy skills to support their learning of the second or additional language(s).

Intercultural Understanding

The Intercultural Understanding capability is core to Languages. In learning a second or additional language, students develop an appreciation of languages, cultures and beliefs including their own. Students learn about the strong interrelationships between languages and cultures and how these shape identity. They develop and apply intercultural understanding to value and respect diverse ways of communicating, thinking and behaving. They recognise how these are reflected in social and cultural practices, and language use. Students develop connections with communities and cultures, become aware of similarities and differences, and cultivate mutual respect. The Intercultural Understanding capability assists students to navigate and reflect on language use, perspectives and behaviours.

Critical and Creative Thinking

Languages develops students’ ability to think logically, critically and creatively. It provides opportunities for students to inquire, generate, analyse and reflect on a range of information, ideas and perspectives in spoken and written texts. Students learn how to analyse texts and interpret how the language of texts conveys meaning. They reflect on the thinking and processes used to mediate meaning between languages. They apply their knowledge of language as a system to new contexts and learn to revise and modify texts when considering context, purpose and audience.

Personal and Social capability

Languages enhances students’ personal and social capability. Through the *Communicating meaning in [Language]* strand, students develop a range of interpersonal skills essential to effective communication, such as decision-making, negotiation, and collaboration. Content in both the *Communicating meaning in [Language]* and *Understanding language and culture* strands encourages students to develop an appreciation of diverse cultures and perspectives, and recognise how these influence identity, including their own.

Digital Literacy

Languages develops students’ digital literacy capability as they use a range of digital tools to access and create information, ideas and perspectives in multimodal texts. Students develop understanding of how they can use digital tools to access diverse language-speaking communities and authentic texts. They evaluate and analyse information in digital formats and develop understanding of their intended audience, purpose and context.

Numeracy

Languages develops students’ numeracy capability as they communicate in real or simulated real-life situations. Students use number in the target language to share information (time, directions, etc.) and understand how these might be represented in diverse languages and cultures. They use aspects of measurement in the language of transaction when using money, and units of measurement in the number, volume and weight of items. Students use number patterns and algebraic thinking when they recognise and apply the patterns of grammatical and syntactical rules to respond to and create text.

Cross-curriculum priorities

Cross-curriculum priorities support the Australian Curriculum to be a relevant, contemporary and engaging curriculum that reflects national, regional and global contexts. Cross-curriculum priorities are incorporated through learning area content; they are not separate learning areas or subjects. They provide opportunities to enrich the content of the learning areas, where most appropriate and authentic, allowing students to engage with and better understand their world.

Opportunities to apply cross-curriculum priorities to learning area content vary. All 3 cross-curriculum priorities have some relevance and meaning to the Languages curriculum.

Aboriginal and Torres Strait Islander Histories and Cultures

Languages recognises the interrelationship of languages and cultures. Languages together with the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority enable students to develop knowledge and understanding by engaging students with the languages and cultures of First Nations Australians. Students can make interlinguistic and intercultural connections across languages with First Nations Australian languages and their cultural expression. They develop understanding of concepts related to the diverse linguistic landscape of Australia.

The *Framework for Aboriginal Languages and Torres Strait Islander Languages* provides opportunities for all students to learn languages of First Nations Australians. Each language is recognised as belonging to a group of people who are its custodians. Schools must seek advice and consent from the custodians when developing language-specific curricula and planning language programs.

Asia and Australia’s Engagement with Asia

Languages provides learning opportunities in combination with the Asia and Australia’s Engagement with Asia cross-curriculum priority. Students develop knowledge and understanding by engaging with the languages and cultures of Asia, and people of Asian heritage.

Languages enables students to learn languages of the Asian region and to communicate, interact and explore concepts, experiences and perspectives from within and across Asian cultures. Students develop an appreciation for the place of Australia within the Asian region, including the interconnections of languages and cultures, peoples and communities, and histories and economies. They learn how national linguistic and cultural identities continuously evolve in local, regional and international contexts.

Sustainability

Languages provides students with opportunities to develop the world views necessary to contribute to a sustainable future by reflecting on how they interpret and engage with the world and its peoples. The learning contexts in which students develop their language learning provide opportunities for them to explore actions to improve sustainability in local, national and global communities.

When learning a second or additional language, students develop understanding of diverse attitudes, values and beliefs, and ways of thinking and being. They learn that sustainability is relevant to the dynamic nature of language and its continuous changes and variations over time and place. They develop understanding that sometimes, due to globalisation, societal and political influences, languages may become vulnerable and at risk of losing their uniqueness or usage. Students consider the value of sustaining language knowledge and use, and reflect on its important connection to cultural expression.

Learning areas

Languages provides opportunities to integrate and connect content to other learning areas; in particular, English, Humanities and Social Sciences and The Arts.

Languages and English

Languages and English support students’ literacy development. Both learning areas share the focus for students to interact with others and create spoken, written and multimodal texts with an awareness of context, purpose and audience. Languages and English help students to understand the relationship between spoken and written language and recognise how cultural context shapes meaning. They develop students’ understanding of, and ability to use, grammatical and language features.

Languages and Humanities and Social Sciences

Languages and Humanities and Social Sciences subjects share learning contexts that progressively shape the students’ world. In both learning areas, students’ learning involves perspectives of their personal worlds, such as personal and family histories and events, their local communities, and national and global contexts. In the process of understanding an expanding world view, both learning areas help students to learn to reflect on the relationship between cultures and identities.

Languages and The Arts

Languages and The Arts share a focus on the communication of stories, ideas, perspectives and cultures. Both learning areas help students to explore relationships among people, cultures and identities, and recognise how these are exemplified in and through linguistic and artistic practices and behaviours.

Resources

A scope and sequence representation of the curriculum, the glossary, and comparative information about Version 8.4 and Version 9 are available as a download from the Australian Curriculum Version 9 website.

**Language support resource**

Each language curriculum has an optional support resource, developed to support teachers as they plan teaching and learning programs. This resource provides suggestions for sequential development in language features and structures, and thematic contexts for language use. Teachers can use suggestions in the resource to adapt curriculum content to meet the diverse language needs and learning backgrounds of students at different entry points into second language learning. These documents are available as downloads.

ABOUT SPANISH

Introduction

The Australian Curriculum: Spanish is pitched to second language learners, that is, the dominant group of learners in the current Australian context for whom Spanish is an additional language.

Students of Spanish in Australian schools come from a range of backgrounds. For most students it is their first experience of learning Spanish, while others may have existing connections to Spanish as background speakers of the language.

Rationale

Spanish is the official language of Spain and an official language of Argentina, Bolivia, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Equatorial Guinea, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Puerto Rico, Uruguay and Venezuela. Spanish is a global language and is one of the official languages of the European Union and the United Nations.

The influence of the Spanish language and the cultures of Spanish-speaking communities can be seen globally in past and contemporary achievements in areas such as architecture, art, cuisine, dance, literature and music.

Migration from Spanish-speaking countries to Australia has made a significant contribution to shaping multicultural Australia. Patterns of migration of Spanish speakers to Australia have been influenced by a variety of factors, including economic and political circumstances, interest in tertiary education, and employment opportunities presented by trade agreements in sectors such as agriculture, mining and technology. The Spanish language has been taught in some Australian schools and universities since the1960s and the influence of and interest in the cuisine, dance, literature and music of Spanish-speaking communities are evident in Australian society.

Spanish, like English, belongs to the Indo-European family of languages, and both share some similarities such as alphabet, vocabulary, language features and structures. Learning Spanish enhances students’ understanding of English and develops an appreciation of the language and cultures of Spanish-speaking communities. Knowledge of Spanish language and cultures enriches travel experiences, increases employment opportunities and promotes understanding of diverse attitudes, beliefs and values.

Structure

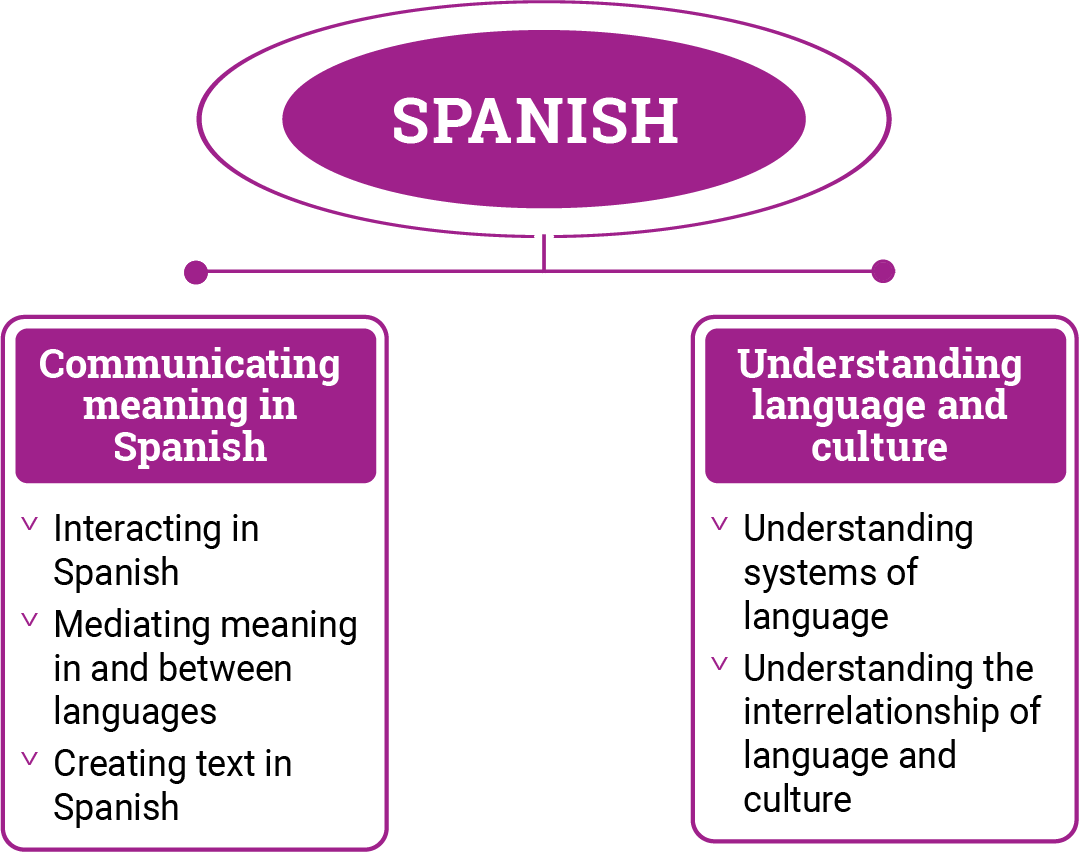
Spanish has been developed as a Second Language Learner Pathway which caters for students learning Spanish as a second or additional language.

The Second Language Learner Pathway includes 2 sequences:

* Foundation to Year 10
* Years 7 to 10.

Teachers use the curriculum to cater for learners of different backgrounds by making appropriate adjustments to differentiate learning experiences.

Content in the Spanish is organised under 2 interrelated strands, each with a number of sub-strands. The strands and sub-strands are presented in Figure 2.



*Figure 2: Spanish content structure*

Strand: Communicating meaning in Spanish

This involves students learning to use language for communicative purposes in interpreting, creating and exchanging meaning. There are 3 sub-strands.

**Interacting in Spanish**

Exchanging ideas, opinions, experiences, thoughts and feelings in non-verbal, spoken and written interactions; participating in planning, negotiating, deciding and taking action.

**Mediating meaning in and between languages**

Obtaining, processing, interpreting and conveying information through a range of spoken, written and multimodal texts; moving between languages and cultures non-verbally, orally and in writing, recognising different interpretations.

**Creating text in Spanish**

Creating a range of spoken, written and multimodal texts for specific contexts, purposes and audiences.

Strand: Understanding language and culture

This involves students learning to analyse and understand language and culture as resources for interpreting and shaping meaning in intercultural exchange. There are 2 sub-strands.

**Understanding systems of language**

Understanding the linguistic features of Spanish, including sound, writing, grammatical and textual conventions.

**Understanding the interrelationship of language and culture**

Analysing and reflecting on the role of language and culture in shaping meaning and identity.

CURRICULUM ELEMENTS

Foundation

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| --- |
| **Year level description** |
| In Foundation, Spanish language learning builds on the Early Years Learning Framework and each student’s prior learning and experiences with language. Students communicate with peers, teachers, known adults and students from their own and other classes. They strengthen and extend their communication and interpersonal skills by interacting with peers in Spanish through play-based and action-related learning. They receive extensive support through modelling, scaffolding and revisiting.  Students experience and imitate the sounds and gestures of Spanish language. They participate in shared listening and viewing of texts that represent Spanish and Spanish-speaking contexts. Spoken, written and multimodal texts may include songs, conversations, picture books, stories, rhyming verse, films, animated cartoons and performances. They learn that languages and cultures are connected, and that what is familiar to one person can be new to somebody else. |
| **Achievement standard** |
| By the end of the Foundation year, students use play and imagination to interact and create Spanish texts, with support. They identify that Spanish and English look and sound different. They recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others’ cultural identity. |

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| --- | --- | --- |
|  | | **Foundation** |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| with support, recognise and communicate meaning in Spanish  AC9LSF01 | 1. copying common greetings and gestures, for example, ¡Hola! ¡Buenos días! ¡Buenas tardes! ¡Adiós! 2. using modelled language to introduce themselves with gestures such as pointing to self, holding up fingers, for example, Me llamo/Mi nombre es …, yo tengo … años 3. participating in class activities, routines and following instructions, for example, Presente, aqui. ¿Baño? Gracias. Lo siento. Por favor. ¡Siéntate! ¡Levantate! 4. listening to teacher’s instructions and using non-verbal cues to label, match, circle, cross out, join, draw items, for example, la mesa, el lápiz, el cuaderno, la pera, la manzana, el perro, el gato 5. contributing to class activities and resources that involve naming, illustrating and matching, for example, placing words/pictures on wall display or collage with keywords in Spanish that is added to throughout the year 6. naming family members, friends and pets using props such as photos, pictures, toys or models made from plasticine/playdough, for example, mi hermano Jonathan, mi perro Bobby, mi amiga Amelia 7. participating in group songs, chants and rhymes that have familiar tune or rhythm, with movement and dance, for example, Cabeza hombros, Mi cara es así, Estrellita, ¿Dónde estás? 8. demonstrating likes and dislikes using simple statements with props such as photos, toy food and drawings, for example, Me gusta Dora; No me gusta el perro. 9. using Spanish versions of spontaneous exclamations or phrases to express dislike, for example, ¡Guacala! ¡Aggg! ¡Qué asco! instead of yuck! or likes ¡mmm! ¡Qué rico! ¡Delicioso! and the language for playing with friends, ¡Muy bien! ¡Bravo! 10. using formulaic expressions with others to offer congratulations, praise or to express well wishes related to special occasions/events, for example, ¡Feliz Navidad! ¡Feliz cumpleaños! ¡Feliz año nuevo! 11. exploring simple numbers and counting through activities such as Snap, Bingo and circle games, placing candles on a picture cake to show how old they are or forming groups according to the number called 12. imitating appropriate pronunciation and incorporating appropriate gestures, facial expressions and body language when interacting with others | |
| explore, with support, language features of Spanish noticing similarities and differences between Spanish and English  AC9LSF02 | 1. tracing letters and common words in Spanish and English, identifying some similarities and differences 2. playing alphabet games and songs, imitating sounds, intonation patterns and tongue placement and shape of mouth to pronounce letters 3. noticing words that have similar pronunciation in Spanish and English, for example, cognates like mango, melón, kiwi, coco, cereal 4. starting to notice the gender of Spanish nouns by listening to differences and using a range of props and visual cues, for example, toys, el oso and animals, la jirafa 5. participating in Spanish versions of children’s songs, games and rhymes, identifying some similarities and differences compared with English versions, for example, characters, tunes, keywords and cognates 6. observing simple noun+adjective word order differences, for example, perro grande and big dog 7. demonstrating early literacy skills by noticing phonetic similarities and differences between Spanish and English, for example, ñ, trilled r, ll 8. using simple negation patterns with formulaic language and gestures, for example, No me gusta ... with thumbs down or crossing hands or shaking head | |
| explore connections between language and culture  AC9SF03 | 1. exploring the use of formal ways of addressing unfamiliar people such as the teacher, and informal ways of addressing familiar people such as friends, and that language shows that manners and respect are important 2. understanding that the Spanish language is spoken in many places in the world 3. exploring different languages and cultures of class members and identifying different ways of greeting and expressing common terms such as yes/no, hello/goodbye, etc. 4. using the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) map of the languages of Australia to notice the language(s) of First Nations Australians in their local area and/or across Australia 5. noticing how local names of streets, places and landmarks can have their origins in language(s) of First Nations Australians 6. engaging with a range of authentic visual resources such as videos, animations, pictures, books and posters to explore Spanish-speaking countries’ celebrations, customs, costumes and food, and common expressions and language related to these events 7. looking at some familiar words for foods and their origins, for example, tacos, tortilla, paella, churros 8. understanding that the world contains many different languages, including Spanish, spoken by different communities of speakers, and that some people may speak more than one language | |

Years 1–2

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| --- |
| **Band level description** |
| In Years 1 and 2, Spanish language learning builds on each student’s prior learning and experiences with language. Students continue to communicate and work in collaboration with peers and teachers through purposeful and structured activities involving listening, speaking and viewing. They interact in Spanish to share information about themselves and their immediate environments using play-based and action-related learning. In informal settings, they use local and digital resources to explore Spanish-speaking communities in Australia, Spain, Central, North and South America and diverse locations. They continue to receive extensive support through modelling, scaffolding, repetition and reinforcement.  Students recognise key words and phrases, imitate language gestures and pronunciation, and use modelled language to communicate with others. They transition from spoken to written language and apply their knowledge of the Roman alphabet. They create simple imaginative and informative texts that may include pictorial representations, words and short statements. They collaborate and respond to spoken, written and multimodal texts that may include conversations, songs and rhymes, picture and story books, animated cartoons, films and performances. They notice that languages contain words which have been borrowed from another language, and that there are similarities and differences between Spanish language and culture and their own. |
| **Achievement standard** |
| By the end of Year 2, students use Spanish language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create texts.  Students imitate the sounds and rhythms of Spanish and demonstrate understanding that Spanish has conventions and rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of Spanish and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s). |

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| **Strand: Communicating meaning in Spanish** | | **Years 1–2** |
| **Sub-strand: Interacting in Spanish** | | |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| recognise and respond to modelled classroom-related greetings, instructions and routines; and personal introductions  AC9LS2C01 | 1. greeting and farewelling each other according to the time of the day, and relationship to the person, for example, ¡Hola amigos! ¡Buenos días profesora! ¡Buenas tardes! ¡Hasta mañana señor! 2. participating in regular class routines such as stating the weather, the day and date, how they feel and making announcements, for example, Hace calor. Hoy es lunes 26 de Julio. Estoy contento. ¡Feliz cumpleaños…! 3. responding to simple classroom instructions and roll call, for example, Formar una línea, A caminar, María está aquí., No está aquí. 4. following classroom commands and imperatives using actions, gestures, for example, siéntense/sentaos, silencio, escuchen/escuchad, recojan/recoged sus/vuestras cosas, formen un círculo, todos de pie, levanta la mano, cierra la Puerta 5. following teacher instructions such as cortar, colorear, pegar to complete an activity or build/draw an imaginary character/object using shapes, colours, body parts, for example, dibujar la cabeza … 6. introducing and describing themselves using modelled sentence structures and using visual supports, such as photos, pictures or digital images, for example, Me llamo Jorge; Tengo siete años; Tengo un/a hermano/a, Este es mi papá, Esta es mi mamá; Mi perro es blanco 7. using modelled statements to express likes and dislikes, for example, Me gusta Dora la exploradora; No me gusta la sopa, Me encanta el fútbol 8. using formulaic language to express thanks, apologies, praise and offering well wishes or encouragement, for example, gracias, de nada, lo siento, disculpa, muy bien. ¡Qué divertido! 9. asking and responding to questions using modelled sentences to discuss their personal world, for example ¿Te gusta …? Me gusta …, ¿De dónde eres tú? Soy de Australia, ¿Tienes mascotas? Sí, tengo … 10. requesting permission or seeking approval from peers using modelled expressions, for example, ¿Puedo hacer una pregunta? ¿Puedo ir al baño? | |
| participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues  AC9LS2C02 | 1. participating in games or activities that involve taking turns, suggesting, making choices or swapping/matching items, for example, Vamos a jugar a pares y nones. Vamos a pintar. ¿Qué hora es señor Lobo? Es hora de correr/saltar/volar. El escondite inglés, La vaca eres tú. Me toca. Gané. Te toca. Simón dice: ‘todos a saltar’ 2. using spontaneous expressions, phrases and non-verbal communication when playing games or engaging in activities with others, for example, ¡Gané! Es mi turno. por favor ... gracias, de nada, silencio with index finger to lips 3. exchanging, sorting and classifying objects and attributes by shape, colour and number, using simple question forms and affirmative/negative responses, for example, ¿Tienes un triángulo amarillo? Sí, toma. ¿Tienes un círculo rojo? No, tengo un círculo azul. 4. taking part in short role-plays or skits using spoken and visual cues, props and realia such as toys, clothing, models, toy food, for example, ¿Tienes una mascota? Si, este es mi perro. ¿Es lindo no? 5. contributing to class activities or projects, for example, making a birthday calendar, weather board or class pet care roster, and using familiar vocabulary, alimenta al…, limpiar, dibujar, pintar, trazar, cortar, pegar… 6. reciting and performing chants, songs and rhymes using gestures such as clapping or dancing to support rhythm and expression, for example, cabeza, hombros, rodillas, pies; mi cara 7. using digital tools or applications collaboratively in pairs or groups to enhance learning, memory and digital literacy and encouraging sharing and teamwork, for example, listening to or reading Spanish texts and matching pictures to words, tracing words on the screen, repeating words they hear | |
| **Sub-strand: Mediating meaning in and between languages** | | |
| locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases  AC9LS2C03 | 1. listening for and identifying key words and phrases in a range of simple texts, using intonation patterns to assist understanding 2. participating in shared reading of print and digital texts such as big book stories about familiar events or contexts, for example, Los tres cerditos, El patito feo, Tico tango, using pictures, keywords and contextual clues to predict meaning and draw conclusions 3. demonstrating comprehension and early literacy skills by labelling, matching, drawing, miming or onscreen pointing, clicking or dragging, for example, cutting and gluing pictures of events in order of sequence, dragging pictures to words 4. recognising that gesture and body language are integral to communicating in language for First Nations Australians, and showing examples of how this is also reflected in Spanish and the language(s) they speak at home 5. participating in shared class stories such as La oruga hambrienta and responding to and repeating keywords, for example, Clase, clase ... Sí, sí ¿Que pasa? ¿Que come la oruga? or pretending to be a character and using words, actions and phrases from the text such as ¡Tengo hambre! 6. listening to, reading or viewing adapted Spanish versions of familiar stories such as Los tres ositos, Los tres cerditos or El patito feo, and incorporating recurring keywords and expressions when re-enacting elements with puppets, actions or props, for example, El lobo es feroz! El osito está triste. 7. responding to questions about people, places and objects that elicit details such as characteristics, size, colour, shape, quantity, for example, ¿De qué color es la casa…? La casa es azul. ¿Dónde está el gato? El gato está en Lima. ¿Cuántos cerdos hay? ¿Tico es grande o pequeño? 8. responding to spoken, print or digital texts, such as stories, rhymes, dialogues and songs through play-acting, illustrating or movement, for example, raising their hand saying ‘sí’ or ‘no’ to a question about the text or circling a favourite character 9. sorting and categorising information using graphic organisers such as graphs, mind maps or tables, for example, recording likes/dislikes, classifying herbivore/carnivore, masculine/feminine words, natural/made items, cognates/borrowed words | |
| notice that language carries cultural meaning in classroom-related greetings, introductions, instructions and routines  AC9LF2C04 | 1. recognising the cultural significance of hand gestures and facial expressions that accompany Spanish words and phrases, and that meaning can sometimes be conveyed non-verbally 2. explaining to others, such as friends or family, the meanings and use of simple expressions such as greetings that are used for different times, occasions and people, for example, ¡Buenos días, profesora/señora/maestra! ¡Buenas tardes! ¡Buenas noches! Hola ¿Qué tal? ¿Cómo está? 3. noticing body language and tone when using some Spanish words, expressions and exclamations when playing and conversing with one another, for example, ¡Ay! ¡Salud! and comparing these features with English words 4. making class word walls or personal bilingual picture dictionaries with captions, stickers and simple descriptions to explain cultural terms and phrases such as merienda, doña, don, chicos, niños, buena onda, tomar las once 5. understanding that different forms of language are used with different people to show respect and familiarity and that there may be regional variations, for example, using appropriate pronouns and forms of address such as tú, usted, vos, doctor García, Doña Aura, Joselito, Amelita. | |

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| **Sub-strand: Creating text in Spanish** | |
| use words, familiar phrases and modelled language to create spoken, written and multimodal texts  AC9LS2C05 | 1. creating a self-portrait or short profile and using simple statements and familiar vocabulary to talk about self and the immediate environment, for example, Tengo el pelo largo. Estoy en mi clase. Mi hermana se llama Lucía. Éste/a es mi mejor amigo/a. Me gusta tocar el/la piano/flauta. 2. creating, describing or acting out the part of real or imaginary characters using formulaic language, favourite sayings and supporting pictures/models or pointing to relevant aspects as they explain, for example, El monstruo tiene ojos grandes. Mi perro tiene ojos café, Soy un zorro, me gusta el pollo. 3. colouring in flags from Spanish-speaking countries, adding labels or words in cloze exercises, for example, La bandera de España es amarilla y roja. La bandera de México es verde, blanca y roja., then creating their own ‘personal flag’ with favourite colours and symbols, and adding a description such as mi bandera es rosa y blanca ... 4. using secure digital tools to create informative multimodal texts such as e-books, animations, videos, voice overs or captions, labels, speech bubbles and onomatopoeic sounds for pictures of familiar topics of interest, for example, on a picture of a dog, el perro hace gua 5. matching bilingual captions/labels to images of First Nations Country/Place locations in their local area or elsewhere in Australia 6. adding bilingual captions or speech bubbles to a photographic display or newsletter article of a class event or experience such as sports day or excursion, for example, Los animales de la granja! Los animales salvajes. Estamos jugando deportes. Vamos al zoológico. Hoy es Harmony Day / Teachers’ Day, Celebrando los San fermines 7. making bilingual greeting cards for celebrations such as Día de Reyes, Dia de la Madre, Dia de tu cumpleaños, using greetings, for example, Feliz día de la Madre, Feliz cumpleaños or Feliz día del Maestro alongside equivalent English greetings where culturally appropriate 8. using key words and phrases to describe aspects of a video clip, photo story or excerpt from a television program in spoken and written texts such as Barrio Sésamo, for example, Elmo es rojo. Elmo tiene los ojos grandes. Elmo corre. Elmo repite. 9. substituting words to create alternative versions of well-known stories, songs, characters or rhymes, for example, El granjero McDonald tiene una granja to La granjera María tiene un canguro or El granjero Rodriguez or substitute the caterpillar with a snake in La serpiente se comió 3 empanadas to create an alternative story of La Oruga Hambrienta 10. labelling Spanish-speaking countries on a map and creating descriptions using modelled language, for example, Chile está en Sur América. Es muy largo. México está en Norte América. España está en Europa. |

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| **Strand: Understanding language and culture** | | **Years 1–2** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| recognise and imitate the sounds and rhythms of Spanish  AC9LS2U01 | 1. becoming familiar with the sounds of the alphabet in Spanish, noticing that there is an additional letter when compared with English, ñ 2. imitating Spanish sounds such as j in viaje, ñ in niño, ll in calle, and rr in carro 3. recognising that some sounds in Spanish do not exist in English and vice versa, so they may be challenging to pronounce, for example, La letra erre, la ere 4. recognising and applying Spanish vowel sounds and vowel consonant combinations 5. identifying additional consonants and digraphs in Spanish such as ñ, ch, and the pronunciation of double consonants such as ll and rr, and experimenting with the positioning of the tongue when producing these sounds 6. differentiating between b and v (boca y vaca) at the start of words 7. Iistening to familiar vocabulary and identifying h as a silent letter, for example, hola, hermano, hoy, and comparing words beginning with h in Spanish and English, hola and hello, jirafa and jelly 8. noticing that statements and questions have different intonation, for example, ¡Fernando no está! ¿Fernando no está?, ¿María tiene cinco años? 9. developing pronunciation, phrasing and intonation skills by singing, reciting and repeating words and phrases in context, for example, marching to a tune or beat 10. experimenting with sounds in onomatopoeic words, such as those related to animal sounds, for example, pío (bird), quiquiriquí (rooster), miau (cat), guau (dog), and actions, for example, bum, cataplun | |
| recognise that the Roman alphabet is used to construct meaning in texts in Spanish  AC9LS2U02 | 1. differentiating the alphabet used in Spanish from other alphabets or scripts, for example, those represented in languages used within the class 2. using numbers for simple ideas, for example, telling the time to the hour, expressing age and dates, and playing games, Que hora es? What’s the time Mr Wolf? 3. noticing that the personal pronoun can be omitted in Spanish, for example, Me llamo … can be used instead of Yo me llamo … 4. noticing that adjectives usually follow nouns and are used to describe the colour, size, shape or characteristics of a person, place or object, for example, la casa grande, la pelota gris, la silla amarilla, un auto azul, una mesa cuadrada, una niña alta 5. noticing endings of simple verbs, for example, comer, bailar, hablar, correr, jugar and caminar, and using them in modelled and formulaic expressions such as Yo hablo Espanol. Yo juego futbol. 6. making connections between articles and the end of words to understand that Spanish nouns have a gender, using a range of props and visual cues such as fruits la manzana or shapes la estrella 7. observing gender in patterns of naming, for example, Julio/Julia, Patricio/Patricia, and noticing and using singular masculine or feminine forms of nouns and adjectives such as el plátano delicioso, la canción Chilena 8. observing that days of the week and months of the year are written with lower-case letters, except at the start of sentences 9. learning the structure of simple affirmative statements, for example, Tengo un perro. Me gusta beber jugo de naranja. Gloria come verduras, and expressing simple negation in formulaic expressions, for example, No tengo mascotas. No me gusta el jugo de piña. No es un perro. 10. identifying basic punctuation marks such as inverted question marks and exclamation marks in modelled expressions 11. using y to list more than one item, for example, mi gusta el perro y el gato. 12. recognising and using definite and indefinite articles with nouns, for example, la mesa, una mesa; el niño, un niño 13. recognising that Spanish sentences have a similar structure to English sentences, for example, Me llamo …; Tengo un perro 14. recognising the use of tilde in subject pronouns and using some pronouns to identify people, objects or animals, for example, Yo, tú, él, ella 15. using singular possessive adjectives such as mi casa, mi hermano, tu amiga, and to show ownership, for example, éste es mi lapiz | |
| notice that Spanish has features that may be similar to or different from English  AC9LS2U03 | 1. observing features of familiar types of texts such as stories, greeting cards and nursery rhymes, for example, the use of the story-starter Érase una vez… and comparing it with English 2. understanding that most Spanish words ending in -o are masculine and most ending in -a are feminine and that there is no grammatical gender in English 3. noticing plural forms that are similar in English, for example, perros, niños, ojos 4. noticing there are cognates in Spanish and English, but the pronunciation may be different, for example, nación – nation, estación – station, hospital – hospital, animal – animal, cereal – cereal 5. creating an identity card that contains parallel personal information in Spanish and English, for example, nombre/name, apellidos/last name(s), edad/age, Mis amigos son…/My friends are…, Vivo en…/I live in…, Me gusta…/I like… and noticing similarities and differences in words, order and structure 6. comparing how Spanish words commonly used in Australian English are pronounced by speakers of English and Spanish, and reasons for variation, for example, poncho, tacos, burrito, chocolate, tapas, paella, chorizo 7. noticing the differences between punctuation marks in Spanish and English, for example, inverted exclamation and question marks at the beginning of sentences 8. identifying that the noun comes before the adjective in Spanish as opposed to after the adjective in English, for example, perro grande, ojos bonitos 9. recognising words in Spanish that are borrowed from other languages, for example, canguro, email, chat, beicon, Panfleto | |

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| **Sub-strand: Understanding the interrelationship of language and culture** | |
| notice that people use language in ways that reflect cultural practices  AC9LS2U04 | 1. identifying terms and concepts that can be used to help understand and discuss culture, for example, symbols, national costumes and emblems, family traditions and ways of life 2. locating Spanish-speaking communities on a world map, with support, and understanding that Spanish is the national language of 21 countries; however, culture varies greatly among these places 3. recognising that Spanish is an important and influential world language, spoken in different forms in many countries in the world including Australia, and that variations of words and expressions exist, for example, la banana or el plátano, marrón or café 4. exploring symbols used by First Nations Australians and those used in Spanish-speaking communities in a range of contexts, for example, finding out what the symbols on flags represent 5. noticing aspects of the lives of children in Spanish-speaking communities and Australia, as represented in print and digital images, video clips and stories, for example, ways of playing games and socialising, diet/food, routines, ways of interacting with others 6. comparing their own ways of communicating and making meaning, including using any other language(s) they may speak, and how this may reflect aspects of their identity 7. identifying formal and informal language use between people in different contexts and situations, for example, pronouns and forms of address such as tú, usted, señor(a) 8. noticing expressions and terms they may hear or use in Australian English that reflect lifestyles and culture, such as terms associated with greetings, food, the land and sports, for example, ‘g’day’, ‘ta’, ‘barbie’, ‘snag’, ‘brekkie’, ‘backyard’, ‘billabong’, ‘footy’ 9. identifying themselves as belonging to different groups such as family, community, class or peer groups, for example, Yo soy Australiana y Chilena, Soy un niño/una niña. Estoy en la clase B, and representing these relationships through drawing pictures, adding captions to photos or digital text creation 10. discussing how colours or animals can represent different meanings and identity across cultures, for example, blanco in Chile represents the snow of the Andes whereas in Peru it is the colour of ‘peace’ or El Salvador’s iconic animal, the Torogoz, and unique animals of the Andes |

Years 3–4

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| **Band level description** |
| In Years 3 and 4, Spanish language learning builds on each student’s prior learning and experiences with language. Students continue to communicate and work in collaboration with peers and teachers through purposeful and creative play in structured activities involving listening, speaking, viewing and some writing. They use Spanish to interact with peers and teachers and plan activities in familiar settings that reflect their interests and capabilities. In informal settings, they use local and digital resources to explore Spanish-speaking communities. They continue to receive extensive support through modelling, scaffolding, repetition and the use of targeted resources.  Students develop active listening skills and use gestures, words and modelled expressions, imitating Spanish language sounds, pronunciation and intonation. They use their literacy capabilities in English, and read and write in the Roman alphabet, to locate information, respond to, and create informative and imaginative texts. They access authentic and purpose-developed Spanish language texts, such as picture books, stories, songs, digital and animated games, timetables, recipes and advertisements. They recognise that language and culture reflect practices and behaviours. |
| **Achievement standard** |
| By the end of Year 4, students use Spanish language to initiate structured interactions to share information related to the classroom and their personal world. They use modelled language to participate in spoken and written activities that involve planning. They locate and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic syntax to create texts.  Students imitate sound combinations and rhythms of Spanish language. They demonstrate understanding that Spanish has non-verbal, spoken and written language conventions and rules to create and make meaning. They recognise that some terms have cultural meanings. They identify patterns in Spanish and make comparisons between Spanish and English. They understand that the Spanish language is connected with culture, and identify how this is reflected in their own language(s) and culture(s). |

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| **Strand: Communicating meaning in Spanish** | | **Years 3–4** |
| **Sub-strand: Interacting in Spanish** | | |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| initiate exchanges and respond to modelled questions about self, others, and classroom environment, using formulaic expressions  AC9LS4C01 | 1. using formal and informal greetings in a variety of contexts, for example, greeting friends or teachers, ¡Hola, que tal! ¡Buenos días profesora! ¿Cómo estás? ¡Buenas tardes! ¡Hasta mañana a todos/todas! 2. exchanging information about family, friends or interests using simple descriptive statements and conjunctions to elaborate on ideas, for example, Puedo correr pero no puedo nadar, Me gusta el rojo porque soy pelirroja. Me gustan las matemáticas porque son interesantes. 3. using question–answer patterns to share information about school and home life, for example, ¿Quién es él? Es mi amigo. ¿Qué hace tu mamá? Mi mamá es trabajadora social, ¿Qué deporte practica Miguel? Él juega al fútbol, ¿Qué te gusta de tu escuela? Me gusta hablar con mis amigas en el patio. 4. responding to simple questions about the class environment or daily routine, for example, describing the weather or the day’s schedule using modelled language, ¿Qué tiempo hace? ¡Qué calor hace! ¿Qué clase tenemos hoy? Hoy tenemos español y música. 5. explaining routines and favourite activities using expressions related to time and days of the week, for example, Voy al colegio todos los días. El martes, juego tenis. Todos los martes, practico natació. 6. using a range of interrogatives to obtain further details, for example, ¿Cómo te llamas? ¿Cómo se llama tu padre? ¿Cuál es tu/su nombre? ¿Cómo te apellidas? 7. describing features, characteristics and locations of particular things or places, for example, Mi celular es viejo. La silla está detrás de la mesa del maestro. La biblioteca es gigante. Está a la izquierda del escritorio 8. making and responding to requests such as asking for items, requesting help, clarification, rephrasing or repetion, for example, ¿Me prestas …?, Permiso…, Habla más alto, cerrad vuestros libros; Pásame las tijeras, ¿Dónde están los lápices?, ¿Puedo usar mi ordenador/computadora? Busca la aplicación … en tu tableta, Repita, por favor … ¿Cómo se dice …? ¿Cómo se escribe …? | |
| participate in activities that involve planning with others, using a range of familiar phrases and modelled structures  AC9LS4C02 | 1. negotiating and confirming turn-taking and complimenting their friends, for example, ¿Me/Te toca? Es mi/tu turno, ¡íMuy bien!, felicitaciones/enhorabuena, íqué guay! Excelente, buen trabajo 2. making matching-pair games with Spanish and English word cards and linking vocabulary for familiar concepts or objects such as family members, food, verbs, weather, animals 3. creating simple action songs and games that include alternating repetitive phrases in Spanish and English, for example, Simón dice/Simon Says, Piedra, papel o tijeras/Rock, Paper, Scissors 4. following procedures such as a simple recipe, craft making or science experiment, and repeating language of sequencing and instructions, for example, Paso 1 lavar. Paso 2 pelar. Paso 3 cortar; working as a team, Tú lavas, yo corto 5. working together to write, rehearse and present a simple plan or script for a special event such as an assembly, and allocating tasks such as the writer, presenter, for example, Carlos va a escribir, María va a usar la computadora. 6. planning a puppet show, creating a canteen menu or picture book for a buddy class, and collaborating to make decisions about content, vocabulary and design, for example, ¿Cuál quieres, ésta o ésa? Dame/toma/pásame el pegamento/la goma ... 7. working with visual, print and digital modes of expression to create invitations for a party, performance or class event, for example, Querido/a amigo/a; Me gustaría invitarte a mi ... el 15 de enero ¡Te espero! ¡Nos vemos en mi casa! Gracias. ¡Hasta pronto! 8. participating in organising a shared lunch or class party to welcome real or imaginary Spanish-speaking guests, discussing who will bring what, who will invite people and run activities, for example, Hágamos un queque. ¿Quién trae azúcar? ¿Quién harina? ¿Quién trae miel? ¿Quién trae leche? | |

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| **Sub-strand: Mediating meaning in and between languages** | |
| locate and respond to key information related to familiar content obtained from spoken, written and multimodal texts  AC9LS4C03 | 1. questioning or surveying classmates about likes and dislikes, interests or favourite things, and representing the data in various formats such as pie charts, lists, tables or a shared class graph, for example, ¿Cuál es tu videojuego/animal favorito? ¿Te gusta …? ¿Cuándo es tu cumpleaños? 2. researching aspects of the Spanish-speaking world, for example, animal species, currency, indigenous languages/communities, and presenting information in new ways such as a digital display or a spoken, print or visual presentation with names, descriptions and captions, for example, La llama es blanca … La moneda de ... es el ... Los gente nativa de … son … 3. comparing information about activities and practices in a Spanish-speaking country and Australia, for example, listening to, reading or viewing texts related to aspects of school life such as timetables, canteen menus, extracurricular activities or sports 4. learning that First Nations Australian languages change according to connections and relationships between people, and giving examples of how this occurs in Spanish 5. listening to, reading or viewing a range of texts through shared and guided participation, and responding to questions about characters, ideas and events or by illustrating and captioning aspects of texts 6. expressing personal reactions to characters or events in texts such as children’s television programs, stories and songs, using artefacts such as puppets or masks, for example, Me gusta/no me gusta…¡Qué asco! ¡Qué raro! Ellos son muy graciosos/divertidos; Ellas son muy graciosas/divertidas 7. using a range of techniques to act out or animate the key physical and character traits of well-known characters, incorporating their favourite sayings/words, sounds, gestures, accent and intonation, for example, ¡Soy Dora Márquez, soy valiente y fuerte! ¡Vamos arriba! 8. creating adaptations of well-known stories using familiar phrases, for example, ¿Dónde va el señor pollo? El señor pollo va a Colombia. En Colombia, el señor pollo va a un banco. ¿Dónde está Wally? Wally está en un barco. Waly va a Argentina 9. obtaining information from a range of texts such as leaflets, advertisements, menus, catalogues, short radio announcements, to organise words in categories, for example, plants/animals, meat/fruit/vegetables, recyclable/disposable, or by price, colour, size, etc. 10. listening to factual reports such as a weather updates, sport scores, television/movie programs, and creating an invitation for their friend(s) to participate in an activity, incorporating elements from the stimulus text, for example, El clima está bueno mañana, ¿Vamos al partido? Hace sol, ¿jugamos? |
| develop strategies to comprehend and adjust Spanish language in familiar contexts to convey cultural meaning  AC9LS4C04 | 1. comparing Spanish expressions used in routine social interactions such as greetings, with equivalent English expressions, identifying similarities, differences, and cultural references, for example, ¿Qué tal? – Hi!, chao – See you later, ¡Buen provecho! – Enjoy your lunch 2. matching signs from the Spanish-speaking world with equivalents found in Australia, for example, Llamas en la carretera and Koalas crossing, No pisar el césped and Keep off the grass 3. applying knowledge of the alphabet to use a picture or digital dictionary and find the meanings of simple words used in class, and comparing Spanish and English versions of each word 4. knowing when to apply varying levels of formality and show respect depending on the occasion, context and relationship between speakers, for example, using por favor ... gracias, puedo, de nada, permiso, salud, and discussing the importance of manners and showing courtesy 5. explaining interactions, when using Spanish, that look or feel different from their ways of interacting in their own language, for example, language around mealtimes, special occasions or in the classroom 6. identifying words or expressions in Spanish that they think would need to be explained to a non-Spanish speaker, for example, the use of composite surnames or expressions associated with affection and familiarity, for example, Carlitos, Juanita 7. considering context and audience, noticing surrounding words in a sentence to infer or guess the meaning of new words/expressions 8. applying English literacy skills such as familiar or similar spelling, cognate recognition or parts of speech, to support their understanding of new words and concepts encountered in Spanish texts 9. commenting on culturally specific elements of stories or songs, for example, family relationships, the role of music or performance |
| **Sub-strand: Creating text in Spanish** | |
| create and present informative and imaginative spoken, written and multimodal texts using formulaic expressions, simple phrases and sentences and modelled textual conventions  AC9LS4C05 | 1. creating a class report or visual/digital display related to topics they have been studying in Spanish and/or other learning areas, for example, frutas, animales, daily routines, menu of favourite dishes from Spanish-speaking countries 2. planning and presenting information on cultural events of interest to peers, for example, adapting a popular Spanish children’s story to a puppet show or a show and tell of a cultural artefact from a Spanish-speaking country, using a combination of language and visual images such as photos, illustrations, captions and diagrams, for example, Esto es …; Es …; Es de … 3. using innovative ways to create a self-profile or self-introduction, for example, using captioned photos in a scrapbook, slide presentation, or a digital, animated character representing themselves, to highlight key characteristics and details, for example, Tengo nueve años; Vivo en Sídney; Estudio chino los sábados; Tengo el pelo negro y los ojos verdes. 4. creating simple descriptions in Spanish and matching them to appropriate First Nations Country/Place locations in their local area or elsewhere in Australia 5. creating simple imaginative texts, including alternative versions of or endings to known stories, to share with younger learners of Spanish, using modelled language and secure digital tools to animate characters and engage the audience 6. writing the first part of a short, imaginative text, independently or in pairs, and exchanging papers with others to complete the story 7. singing or reciting alternative versions of familiar songs or rhymes learnt in class, for example, from ‘La vaca Lechera’ to ‘La vaca loca’, ‘La gallina turuleca’ to ‘La gallina feliz’ 8. creating simple bilingual texts such as Cuentos de la selva by creating captions for a series of images, or a mini book such as el reciclaje or animales salvajes 9. making a sculpture and annotating it to explain their creation, for example, Este es mi mascota. Es un perro. Tiene un pelo marrón y los ojos negros. 10. researching a Spanish-speaking country/region and writing a packing list appropriate for weather, conditions and activities, for example, Mi lista de equipaje para la Patagonia: botas de montaña, chaqueta, gorro … |

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| **Strand: Understanding language and culture** | | **Years 3–4** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| recognise and use modelled combinations of sounds, pronunciation and intonation patterns of Spanish to form words and phrases  AC9LS4U01 | 1. applying the rules of the silent h as in hamaca, ahora and almohada and recognising that loan words, for example, hotel, hipopótamo, hospital, heroe, hamburguesa, helicóptero also do not pronounce the h as they would in English 2. recognising and using different intonation for statements, commands, exclamations and questions, for example, Rosa va a la escuela; ¿Rosa va a la escuela?; ¡Vamos todos! ¡Ay, ay, ay! 3. using knowledge of familiar sounds and patterns to spell new words, for example, predicting how to spell Pablo having learnt the spelling of hablo, pato and gato, lapiz and lapicero 4. playing games, such as Word Bingo and Snap, with more difficult sounds, for example, the letter c in camino/coco compared with cero/ciruela 5. understanding that an accent may change the meaning of a word, for example, tú and tu, papa and papá 6. exploring the function of accents in relation to stress and pronunciation, for example, café, teléfono, árbol 7. understanding that some letters blend to make single sounds, for example, gu in seguimos or qu in queso 8. using onomatopoeia during group reading and spoken text, for animal sounds, actions and reactions, for example, Achís, Auuuu, Boing | |
| recognise Spanish language conventions, grammatical structures and basic syntax in familiar texts and contexts  AC9LS4U02 | 1. using personal pronouns, for example, yo, tú, él, ella, nosotros/as, vosotros/as, ellos/as 2. exploring the use and omission of subject pronouns by looking at verb endings and conjugations, for example, tengo instead of Yo tengo; Vivo en Australia. Estudio en la escuela. (Ella) Es Lourdes. 3. identifying the use of familiar singular, plural and gender forms in simple sentences, for example, La motocicleta es negra, Los pantalones son verdes, Los niños están felices 4. using some possessive adjectives in familiar singular and plural forms, for example, nuestra clase, vuestra escuela, tu abuela, mis amigos, tus compañeros 5. identifying some nouns, from a list, that do not follow the regular masculine/feminine ending pattern, for example, el mapa, el problema, la mano 6. using numbers in context to indicate quantity, tell the time, dates and ages, noticing patterns, for example, tengo cinco amigas, Son las tres en punto, Hoy es veintiuno de agosto, Tengo nueve años 7. applying modelled punctuation and capitalisation rules when writing, for example, exclamation marks; comparing capitalisation with that used in English, for example, nationalities 8. specifying location or direction using prepositions such as en, encima, debajo, a la izquierda and a la derecha, for example, La vaca está en la granja 9. using and responding to imperatives to follow instructions and ask others to do something, for example, date prisa, colorea el dibujo, abre tu libro 10. using question words in modelled structures to seek information, for example, ¿Cómo te llamas? ¿Dónde está tu casa? ¿Cuántos hermanos tienes? ¿Quién es tu mejor amigo? 11. using a range of adjectives to describe appearance and to express feelings or personality, for example, extraño, fantástico, estupendo, serio, responsable, inteligente 12. using common verbs in familiar contexts, for example, ser and estar, dormir, estudiar and cantar 13. using adverbs to locate events in time, for example, hoy, ayer, mañana, to describe weather, Hoy hace calor, and to name days of the week, Mañana es lunes 14. linking simple ideas using conjunctions, such as y, o and pero | |
| recognise familiar Spanish language features and compare with those of English, in known contexts  AC9LS4U03 | 1. building metalanguage to talk about grammar and vocabulary singular, plural, masculino, femenino, artículo, adjetivo, sinónimo …and comparing with equivalent terms in English 2. recognising similarities and differences between spoken and written forms of different types of texts in both Spanish and English, for example, comparing a written story with a spoken one or a letter with a phone call 3. comparing features of similar texts in Spanish and English, for example, greeting cards, interactive games or canteen menus, and discussing the use of words, expressions and word order 4. recognising language of familiarity and how the language of texts such as invitations, apologies or greeting cards may vary, depending on the relationship between the sender and the receiver 5. using English punctuation knowledge to apply to Spanish texts, for example, commas, semicolons, capital letters for start of sentence and proper nouns, and to compare the use of exclamation and question marks 6. beginning to recognise Spanish cognate patterns, for example, the common Spanish and English suffix –*ción*/ tion used to form noun versions of verbs, *acción* – action, *celebración* – celebration, *condición* – condition, *nación* – nation, and *ficción* – fiction | |

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| **Sub-strand: Understanding the interrelationship of language and culture** | |
| identify connections between Spanish language and cultural practices  AC9LS4U04 | 1. using terms such as identity, behaviour, celebrations and beliefs to talk about language and culture, for example, responding to prompts such as What does it mean when…? Why do you think people…? Do you have similar responses or behaviours? 2. expressing their reactions to ways of communicating or behaving in Spanish that feel familiar, unfamiliar, enjoyable or difficult, for example, gestures such as a handshake, kiss on the cheek, and identifying similarities and differences with their own culture(s) 3. reflecting on how they communicate with family and friends and with people less close to them, noticing differences in language use and forms of politeness, for example, with young children or with unfamiliar adults 4. exploring representations of information such as symbols used in cultural expressions of First Nations Australians, and making connections with those of Spanish language and culture 5. understanding that language carries information about the people who use it, and that common expressions and conventions often reflect cultural values, for example, the explicit expression of affection reflected in the use of diminutives primita, mami, papito, hermanito, and the importance of cultural beliefs reflected in the use of names with religious associations such as Rosario, Mercedes, Pilar 6. finding examples of words and expressions that have been introduced into the Spanish language in recent times, reflecting changes in interests and access to additional cultural experiences, for example, Hacer zapping, cambiar de look, hacer footing ir al super |

Years 5–6

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| **Band level description** |
| In Years 5 and 6, Spanish language learning builds on each student’s prior learning and experiences with language. Students communicate and work in collaboration with peers and teachers in purposeful, creative and structured activities involving listening, speaking, reading and viewing, and writing. They interact in Spanish to exchange information and ideas relating to their interests, school and local environment, and engage with Spanish-speaking communities in person or via digital access. They work independently and in groups with ongoing support from modelling, and from digital and print resources.  Students engage with a range of spoken, written and multimodal texts that may include stories, posters, notes, invitations and procedures. They use their English literacy knowledge to identify Spanish language structures and features. They understand that some words and expressions are not easily translated, and reflect on how diverse cultural practices, behaviours and values influence communication and identity. |
| **Achievement standard** |
| By the end of Year 6, students initiate and use strategies to maintain interactions in Spanish language that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Spanish or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type.  Students apply rules for pronunciation and intonation, spelling and punctuation, and modelled structures, when creating and responding in Spanish. They compare language structures and features in Spanish and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s), and identity. |

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| **Strand: Communicating meaning in Spanish** | | **Years 5–6** |
| **Sub-strand: Interacting in Spanish** | | |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| initiate and sustain modelled exchanges in familiar contexts related to students’ personal world and school environment  AC9LS6C01 | 1. selecting forms of address and greetings appropriate to time of day, relationship and context, in spoken and written interactions, for example, Querida abuela; Hola María; Estimado señor. 2. sharing personal information about routines and tasks, hopes and dreams, for example, El proximo año…, Quiero ser …, El fin de semana espero ir a …, El lunes tengo que limpiar… 3. thanking, inviting or congratulating one another using formulaic language, for example, Gracias por tu ayuda. ¿Quisieras venir a mi fiesta de cumpleaños el sábado? Enhorabuena/Felicitaciones por tu medalla. 4. expressing feelings and emotions about experiences such as Estoy emocionado por la fiesta. Estoy triste porque ... ¡Qué guay! ¡Qué chévere! ¡Qué lindo! 5. apologising and expressing concern or sympathy to friends and family members in written and spoken interactions, for example, Lo siento mucho, Disculpa por …, ¡Cuídate! Te quiero. 6. expressing preferences and opinions, for example, En mi opinion el chocolate es más delicioso que …, Me encanta la cciencia porque es interesante. Hacer los deberes es aburrido. Prefiero comer helado. Me encanta … porque es el mejor. Me fascina la música de …; Me mola …; No me parece bien…; ¡Qué chulo! 7. showing reactions, understanding and interest by using strategies such as asking questions and using conversation fillers, for example, *Entiendo; ¿Y tú? Yo también; Claro; sí, sí, vale, de acuerdo, ¡Qué hermoso!; ¡Qué rico!*; including single-word answers, such as *nada, tampoco, un poco* | |
| participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas  AC9LS6C02 | 1. participating in an activity for an assembly, school or class event or performance, and creating promotional materials to encourage people to attend, for example ‘Ven y saluda a …, Ven/venga a la feria el lunes … de … a las …, Entrada libre, Visita la página …, Bienvenidos a … 2. working with others to create resources for the school community to promote school values and goals, for example, producing a poster to encourage recycling, or making signs to promote actions and behaviour, Por favor reciclar botellas. Camina/baja/sube por la izquierda. Permanece en silencio. Ayuda a tu compañero. ¿Te parece bien? 3. checking on own and/or others’ understanding and progress during learning tasks, by asking questions and making suggestions such as ¿Está bien así? ¿Qué significa…? Podemos hacer…; ¿Como se escribe …? ¿Ya terminaste? Terminé/No he acabado. Necesito más tiempo, No entiendo…; Tengo una pregunta. 4. delegating roles and tasks with peers to plan for and participate in an event of interest, for example, ¡Celebremos …! ¿Cuando podemos celebrar el día de maestro? ¿Dónde? ¿Cuándo? ¿A qué hora? Tú puedes hacer …, yo puedo …, yo cortare. 5. developing a range of interview questions to ask a real or imagined Spanish-speaking guest, for example, ¿De dónde es? ¿A qué se dedica? ¿Qué trabajo tiene? ¿Cuándo llegó a Australia? ¿Dónde vive? 6. participating in real or imagined transactions that involve negotiation, requesting information, considering options, buying and selling, for example, ¿Cuánto cuesta? ¿Qué colores tienen? ¿Tienen descuento? ¡Qué caro! ¡Qué chulo! Puego llevar el pantalón/los pantalones rojo(s). ¿Qué talla tiene? Quisiera la camiseta verde 7. creating digital displays, presentations or performances for family, friends or school community, to showcase their progress in learning and using Spanish, for example, Me gusta estudiar español porque ... 8. demonstrating numeracy, negotiation and decision-making skills by agreeing with a partner about how to spend a set amount such as 500 Euro or 1500 Argentine Peso, justifying purchases, adding up amounts and expressing personal preferences, for example, Compremos un ...; El total son 200 euros, 300 restantes 9. working in a team to solve a puzzle or problem, for example, reading clues and making decisions about where to go around the school, Ve a lugar donde puedes comprar comida/practicar deportes/lavar sus manos/leer libros. | |
| **Sub-strand: Mediating meaning in and between languages** | | |
| locate and process information and ideas in a range of spoken, written and multimodal texts, and respond in different ways to suit purpose  AC9LS6C03 | 1. researching topics of interest, such as leisure, recycling, migration, cuisine, sport or geographical features in Spanish-speaking communities, using a range of sources like magazine articles, books, websites, etc. and organising and sharing the information in print or digital format 2. listening to, reading and viewing authentic texts and extracting key points relating to aspects of life in Spanish-speaking communities, such as family structures, urban and rural lifestyles, young people’s interests, activities and daily routines, and answering questions in Spanish or English, for example, what is the most popular sport? What is the population of …? How is your family structure the same/different from …? What is your impression of …? 3. comparing main characters, events and ideas encountered in different types of imaginative texts by responding to questions, for example, ¿Quién es el personaje principal? ¿Qué pasa primero/después? ¿Por qué hizo …? ¿Cuál es la moraleja de la storia? ¿Como te sientes despues de ver de video? 4. listening to or viewing First Nations Australian authors’ stories and responding to them using words, formulaic expressions and modelled sentences in Spanish 5. adapting an informative or imaginary text by resequencing events, adding a new element, changing the location, creating an alternative ending 6. discussing key messages and cultural elements in creative texts, such as the moral of a fable/story, an idea or value in a song, or a quality of a character, for example, El/Ella es extrovertido/a, simpático/a, travieso/a 7. responding to famous artworks and images such as works by Botero, Frida Kahlo or Picasso, with simple words or phrases, for example, Este cuadro me gusta porque tiene muchos colores. Este mural es más original que el otro. 8. playing charades or a miming game with peers, incorporating hand gestures and actions requiring the audience to interpret non-verbal clues, and using Spanish words/sentences to guess the meaning within a set time, for example, frío, nadar, avión, leer, monstruo 9. listening to a simple procedure/method such as a recipe or craft activity, and extracting keywords such as quantities and verbs to complete the product or task, for example, cortar en la mitad, poner una cucharada de azúcar 10. reading a short text about a holiday destination or a weather report for an event or camp, and deciding as a class or in groups a list of what to bring/pack, justifying their reasons, for example, Necesitamos una chaqueta porque hace frío. Podemos llevar ropa de baño para nadar. Tenemos que ir en bus. 11. using graphic organisers to convey information in ways that suit specific purposes and content, for example, lists or tables to show priorities, Venn diagrams to compare statistics or ideas, graphs to highlight frequency or timelines to narrate sequences of events | |
| apply strategies to interpret and convey meaning in Spanish language in familiar non-verbal, spoken and written cultural contexts  AC9LS6C04 | 1. identifying words and expressions that do not translate directly from Spanish into English, for example, tomar el pelo, meter la pata, saltarse la clase de español, ¡Es pan comido! ¡Es papaya! 2. collecting examples of ‘false friends’ encountered when translating between Spanish and English, for example, carpeta – folder, contestar – answer, pie – foot, éxito – success, introducer – insert, and explaining how these could create confusion and misunderstanding 3. interpreting words and expressions encountered in simple texts such as greeting cards, menus or story titles that do not translate easily into English and that reflect aspects of culture from the Spanish-speaking world, for example, Hoy es mi santo, Siesta, Feliz Día de Reyes. ¡Buen provecho! 4. translating texts to identify differences in elements such as levels of politeness or directness in public signs, for example, No pisar el césped. Prohibido comer y beber. Silence please 5. creating Spanish versions of Australian school signs and notices that reflect rules, locations and values, considering why some words or expressions require freer translation than others, for example, at the sports oval, the canteen, library, out of bounds, sick room, ‘No hat, no play’, no littering, gym, toilet versus bathroom, for example, ¡Ponte el sombrero! ¡Recoge tu basura! Levanta la mano antes de preguntar, No te olvides de reciclar, ¡Bajad la voz! 6. using bilingual dictionaries and electronic translating tools to create bilingual captions, menus or timetables, comparing results and noticing problems associated with translation and equivalence 7. creating bilingual resources such as flashcards, word walls, and parallel lists of Spanish and English expressions to aid translations in everyday interactions with friends, exchange students, visitors and family, for example, hasta luego/see you later, no pasa nada/no worries, guay/cool 8. discussing strategies and techniques to resolve a breakdown in communication or misunderstandings, to interpret cultural information, keep the conversation going, request repetition, for example, ¿Puede repetir, por favor? ¿Puede escribir su número de teléfono, por favor? 9. applying active reading or listening skills to engage with and comprehend Spanish texts, using a range of responses, for example, ‘stop and jot’ sticky notes, graphic organisers, response question stems, or creating a set of coded symbols to help them visualise their thinking and ideas such as, heart = mi parte favorita | |
| **Sub-strand: Creating text in Spanish** | | |
| create and present a range of informative and imaginative spoken, written and multimodal texts using a variety of modelled sentence structures to sequence information and ideas, and conventions appropriate to text type  AC9LS6C05 | 1. representing themselves as a digital character in a montage, making choices about the design, content and language used, for example, Tengo ... años de edad. Vivo en … en una casa grande con mi …; Mi dirección es …; Mi correo electrónico es…; Todos los sábados, yo juego tenis con mis …; Mi padre/madre se llama …; Mis padres son estrictos. Quiero ser un piloto. 2. presenting factual information relating to cultural activities and events of significance in the Spanish-speaking world, for example, la fiesta de los reyes magos, carnavales in Central and South America, procesiones religiosas, día de la independencia, supporting information with a range of visual, secure digital and multimodal resources 3. producing a class print or digital poster, locating and describing, in Spanish, a specific First Nations Country/Place location in a local or regional context, or elsewhere in Australia 4. conveying information relating to significant people, places or events in different formats, for example, an advertisement or poster for an event, a profile of a Spanish-speaking celebrity or a digital guide to a place of interest 5. creating bilingual texts and games to engage and entertain younger children, highlighting aspects of Spanish language and Hispanic culture, for example, songs, raps, tongue twisters, digital displays, scripted plays, big books, puppet shows 6. using key features of different types of text and applying the vocabulary in different contexts, for example, a shopping list serves as a reminder to self and consists of items and quantities, whereas a shopping transaction involves interaction and negotiation 7. creating, performing and recording/filming own texts, for example, an advertisement for a new product, a photo story, a cartoon, a poster for an imagined event 8. experimenting with different techniques to capture character traits, emotions, thoughts and feelings through the use of speech/thought bubbles, captions and onomatopoeia in comic strips, storyboards, animations, subtitles 9. creating an instructive video for a procedure such as a recipe, dance or experiment, using appropriate language features and text structures such as imperative verb forms, for example, *añade, da un paso a la dereche/izquierda, corta, remueve, amasa,* vocabulary for sequencing *primero, luego, después, finalmente* and quantities*, un kilo, 300 gramos, la harina; fruta; mantequilla, un poco de ...* 10. writing a diary entry or keeping a journal about personal experiences, using first person and past tense, and modelled informal language to record events and convey thoughts and feelings, for example, Este año me gustan las matemáticas, pero el examen fue difícil. | |

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| **Strand: Understanding language and culture** | | **Years 5–6** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| apply knowledge of combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency and rhythm to known words and phrases  AC9LS6U01 | 1. understanding how pitch, stress, intonation and rhythm assist meaning when individual words are unfamiliar, for example, ¡Qué miedo! ¡Rápido! ¡Vamos! ¡Arriba! ¡Sigue, adelante! ¡Muevete! ¡Tranquilo! 2. distinguishing the pronunciation of individual sounds in diphthongs such as miércoles, viernes, bien, veinte, murciélago 3. using their knowledge of Spanish pronunciation to identify and enunciate loan words such bistec, menú, basquétbol, chat, champú, búmeran, baipás, breic 4. applying their knowledge of consonant sounds to reproduce the pronunciation of d/t, p/b/ m/n at the beginning of words or consonant vowel combinations such as ce/ci, ga/gi, gue/gui ja/gi, to read words such as todo, garaje, probable, mano, jardín, Cecilia, gigante, gimnasio 5. recognising variation in Spanish in particular regions, for example, the pronunciation of s, z in corazón, zapatos, ll in llamarse for Argentina and Uruguay and j in Ecuador and Venezuela 6. applying phonic knowledge to spell unknown words, for example, estrella, llamar, tortilla, taxi, México 7. understanding the function of accents to indicate where the stress falls on a word and learning to insert these into their own using secure digital tools 8. reciting Spanish tongue twisters to develop pronunciation, intonation and fluency, for example, Cuando cuentes cuentos, cuenta. De generación en generación. Buscaba el bosque Francisco, un vasco bizco, muy brusco, y al verlo le dijo un chusco, ¿Busca el bosque, vasco bizco? | |
| use knowledge of modelled grammatical structures and formulaic expressions to compose and respond to texts using appropriate punctuation and textual conventions  AC9LS6U02 | 1. applying appropriate writing conventions and punctuation, such as inverted question and exclamation marks at the start of sentences, for example, ¿Qué tal? ¡Cuidado!; ¿Qué onda? ¿Qué hay de nuevo? 2. noticing that there are 2 verbs in Spanish for ‘to be’, ser, for example, José es mi hermano and estar, for example, Estoy cansada, and experimenting with these in their own texts to show the different uses 3. constructing sentences using modelled forms of present and past tenses in context, for example, Ayer fui a la playa y hoy voy al parque, and describing intended actions using the near future tense ir + a + infinitive, for example, Manuel va a cenar pollo mañana 4. using a variety of verb forms, for example, the conditional mode as a formulaic, modelled expression, Me gustaría ser maetro de español. No me gustaría vivir en una ciudad grande. 5. using a range of prepositions of location to give directions, for example, La biblioteca está al lado del hospital, La escuela está enfrente del parque 6. using a range of questions to make requests or ask for specific information, for example, ¿Cuál es tu número de teléfono? ¿Quieres jugar en el patio? ¿Dónde estudias? 7. linking ideas and providing more information using conjunctions such as y, pero, porque, también, for example, Me gusta cantar, pero prefiero bailar porque es divertido. No me gusta ver la televisión porque es aburrido. Mi comida favorita es el pescado, pero también como carne. 8. indicating frequency using adverbs in sentences or responses to questions, such as siempre, a veces, nunca, and noticing the flexibility of word order in relation to verbs and adverbs, for example, En verano, voy siempre a la playa/En verano, voy a la playa siempre/ En verano, siempre voy a la playa 9. using ordinal numbers, for example, Rosario Arjona es la primera de la lista. Luis vive en la quinta planta, and using knowledge of single and double-digit number patterns to count larger quantities 10. consolidating the use of gender and number agreement between articles, nouns and adjectives, including exceptions such as el sacapuntas, for example, Tengo un libro nuevo. Las montañas rocosas son muy bonitas. 11. using a wide range of comparatives, for example, tan … como …, más … que …, menos … que…; Australia es más grande que Europa 12. applying the omission of subject pronouns by looking at verb endings and conjugations, for example, vivo en Australia, (Ella) Es Lourdes, Estudio en la escuela 13. recognising similar spelling stems such as pera, mandarina, piña, piscina, including composite words, for example, educación física, centro comercial, estación de tren, polideportivo | |
| compare some Spanish language structures and features with those of English, using some familiar metalanguage  AC9LS6U03 | 1. comparing features of simple spoken and written texts in Spanish with similar texts in English, for example, aló or hola when answering the phone 2. comparing language use in advertisements and signs, noticing how different phrases and text types in Spanish and English create specific effects, for example, superlatives in advertisements designed to persuade, el mejor es … el más barato es … or the imperative form in signs designed to advise or prohibit, for example, Prohibido patinar aquí, Mantener silencio, No arrojar basura. 3. using metalanguage in both Spanish and English to understand and discuss grammatical structures and features, for example, verbos, adjectivos, artículos, nouns 4. recognising grammatical elements associated with particular texts in Spanish and English, for example, the use of imperatives in games like tira el dado and time markers while comparing traditional ways of starting and ending stories, for example, había una vez vs hace mucho tiempo, primero, después, de pronto … 5. exploring the use and popularity of abbreviations and phrases used by young people in Spanish-speaking communities and Australia, for example, shortened noun forms like la profe, la bici, la compu, el insti, q in place of que, jajaja vs LOL 6. noticing similar word stems in English and Spanish to identify the meaning of words and extend vocabulary, for example, geografía, enlister, biblioteca 7. compiling a graphic organiser, poster, mind map or Venn diagram to illustrate differences in Spanish and English grammar and textual conventions, for example, in Spanish ­– omission of subject pronoun, different approaches to conjugation, adjective usually after the noun; in English – absence of grammatical gender, adjectives usually before the noun 8. comparing the use of diminutives to express affection and familiarity in Spanish, for example, hermanita, periquita, gatico/gatito with some equivalents in English, for example, ‘dear little sister’, ‘cute little cat’ and nicknames like ‘Matty’ or ‘Milly’ | |
| **Sub-strand: Understanding the interrelationship of language and culture** | | |
| recognise that language reflects cultural practices, values and identity, and that this impacts on non-verbal and spoken communication  AC9LS6U04 | 1. understanding that there are indigenous languages spoken in addition to Spanish in Spanish-speaking communities and that these languages remain an important part of peoples’ culture, identity and heritage, and that these languages influence Spanish, for example, wawa, pachamama, papa, poncho, tomate, jaguar, charki, quinoa, cocao, maíz, cancha, llama 2. researching Spanish-speaking communities, inviting special guests or showcasing their learning about cultural aspects of these communities 3. recognising how Spanish is widespread in the world, identifying aspects such as traditions, values and practices that may reflect collective identities of individuals from different Spanish-speaking nations 4. exploring how language and culture are expressed through First Nations Australians’ song, dance or artworks, considering similarities and differences with an aspect of the cultural expressions of Spanish-speaking people or communities 5. sharing their reactions to cultural elements witnessed in authentic materials, for example, gestures or forms of politeness, guinea pigs as a cuisine rather than pet, traditional ceremonies such as pago a la tierra or the medicinal and ritual use of coca 6. becoming aware of cultural stereotypes that can lead to generalisations and misconceptions, for example, associating language with the nationality of peoples of Latin America 7. investigating modern influences on the Spanish language, such as pop culture, digital and social media, migration, and travel, and how they have changed and impacted ways of communicating, for example, the emergence of new words, tuitear, email, correo electrónico, chatear, textear, bloguear, rapear, rapero, un selfie, las redes 8. reflecting on culturally appropriate ways of offering praise, recognition, gratitude and encouragement, or declining requests or invitations, for example, Lo siento, desafortunadamente no puedo … 9. understanding that Spanish-speaking communities may have a shared history with, and similarity to, other languages and cultures such as English, French, Italian, Portuguese, Romanian and Tagalog/Filipino, and that different countries and regions have their own accents, dialects and vocabulary 10. identifying the visible and invisible elements that contribute to identity that may be important across all cultures, for example, family routines, community practices, religious events, customs and traditions, clothing, diet and music 11. examining what is most important to them by creating a personal, class or family slogan, motto or crest to reflect aspects of their identity, for example, translating English phrases to Spanish, Vamos equipo ... Somos la clase 4BC. Amigos por siempre. ¡Sí se puede! | |

Years 7–8 (F–10)

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| **Band level description** |
| In Years 7 and 8, Spanish language learning builds on each student’s prior learning and experiences. Students use Spanish, in person or via digital access, to interact and collaborate within and beyond the classroom. They listen, speak, read and view, and write to exchange information, ideas and opinions about their world. They work increasingly independently and in groups, and continue to receive feedback and support from peers and teachers.  Students access a range of spoken, written and multimodal texts from an increasing range of authentic sources which may include audio and video clips, online magazines, advertisements, stories and articles. They use their English literacy knowledge of metalanguage in an increasing range of contexts to reflect on similarities and differences between Spanish and English language structures and features. They recognise that language choices reflect cultural values, beliefs and identity. |
| **Achievement standard** |
| By the end of Year 8, students initiate and maintain interactions in Spanish language in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Spanish to collaborate and problem-solve, and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses. They select and use vocabulary, sentence structures and expressions to create texts.  Students apply the conventions of spoken Spanish to develop fluency. They demonstrate understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning. They comment on structures and features of Spanish text, using metalanguage. They reflect on how the Spanish language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity. |

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| **Strand: Communicating meaning in Spanish** | | **Years 7–8 (F–10)** |
| **Sub-strand: Interacting in Spanish** | | |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| initiate and sustain exchanges in familiar and some unfamiliar contexts related to students’ experiences, feelings and views, adjusting their language in response to others  AC9LS8C01 | 1. using appropriate register when interacting in different situations, for example, making enquiries, offering thanks and apologies, Disculpe ¿cómo puedo llegar al museo?, ¡Muchísimas gracias por su ayuda!, Lo siento mucho 2. exchanging personal information about routines and past experiences and responding to key ideas in questions, for example, Desayuno a las 8am. Voy a la escuela en tranvía. A mi amigo español le gusta el chocolate con nata. Yo fui a México en el 2017. ¿A qué hora desayunas? ¿Cómo vas a la escuela? ¿Qué le gusta a tu amigo? ¿Cuándo fuiste a México? 3. engaging in informal conversations, for example, conversaciones con amistades o familiares such as ¡Qué pasa tío! ¿Cómo te va?, Abuelita ¿Cómo te encuentras? 4. developing narrative skills by exchanging accounts of significant events or milestones, for example, El año pasado fui con mis padres al Museo Nacional y me encantó porque había muchas esculturas 5. initiating and extending conversations and discussion, for example, using open-ended questions such as ¿Qué pasa? ¿Dónde pasarán las vacaciones? and connectives, such as pero, entonces, cuando, también… 6. using formulaic examples to structure arguments and to explain or justify a position such as Lo importante es ..., A mi me parece que…, for example, Pienso que debemos estudiar idiomas Indígenas porque son interesantes 7. inviting others to give opinions, share their views or make suggestions, ¿Qué quieres comer?, ¿Estás de acuerdo?, ¿Qué te parece esta película? 8. interacting with Spanish-speaking students in real or imagined contexts, messaging/chatting in secure online environments or in person, to convey information about Australian places or events of interest, leisure and sports activities, wildlife and environment, for example, En Australia hay wombats, son animales grandes y nocturnos | |
| collaborate in activities that involve the language of transaction, negotiation and problem-solving to plan projects and events  AC9LS8C02 | 1. working together to produce class reference materials such as wall charts or visuals to display key vocabulary and structures used regularly in the classroom, and promote Spanish learning, for example, ¡No te rindas!, ¡Estudia español! 2. working with peers to produce bilingual signs/flyers and posters to promote sustainability and waste reduction within the school community, for example, using key vocabulary such as papel reciclado, tacho de reciclaje, basura, basura orgánica, papel, cartón 3. planning and participating in learning experiences such as preparing a class outing or shopping for a lunch, stating preferences, negotiating, considering alternatives and agreeing or disagreeing using modelled language, for example, Prefiero ir a la playa no al centro commercial. Tengo ganas de ir al cine …; Estoy/no estoy de acuerdo … 4. planning and completing tasks that involve requesting, giving and following directions to real or virtual locations, for example, Sigue derecho por la calle Alta, toma el bús hasta el lago y gira a la izquierda, using resources such as secure digital tools, applications, street maps 5. participating in situations that involve transactions and the exchange of ideas and preferences, for example, role-play in an airport where students buy souvenirs, snacks, toiletries and stationery, using phrases, ¿cuánto cuesta? ¡qué caro/barato! ¿acepta tarjeta de crédito? ¿a qué hora es el próximo…? 6. engaging in collaborative projects such as designing a class webpage or making a short video to share with others, for example, Mi comunidad or Nuestra escuela, deciding on content, dividing tasks and reflecting on what was done well and what could be improved 7. combining group ideas and efforts to collaboratively solve issues that may relate to young people, such as time management, examination preparation, healthy eating, etc., contributing and listening to others’ perspectives and experiences and presenting or reporting back to the class | |
| **Sub-strand: Mediating meaning in and between languages** | | |
| interpret information, ideas and opinions in a range of spoken, written and multimodal texts, and respond appropriately to cultural context, purpose and audience  AC9LS8C03 | 1. listening to or reading about topics of interest to young people, for example, la música, el cine, la televisión, el medio ambiente, la identidad, la tecnología; and sharing opinions or feelings, for example, En mi opinión, la película estuvo ... No estoy de acuerdo con el autor, El autor tiene razón, No me interesa, Pienso que la televisión es necesaria para la comnicación, Creo que la tecnología es muy importante. 2. exchanging personal preferences and perspectives in relation to characters, attitudes and events encountered in imaginative texts, for example, Prefiero el robot femenino…; No estoy de acuerdo con … 3. responding to different expressions of humour in texts from Spanish-speaking communities and comparing these to Australian expressions of humour, for example, using popular images/graphics to discuss context and meaning such as comida rápida – image of hot dog running, furioso – angry bear 4. listening to, reading or viewing First Nations Australian authors’ stories and responding to them in spoken or written Spanish 5. exchanging videos or blogs with a Spanish-speaking class or student, comparing aspects of their community and culture such as school, local landmarks, fiestas and traditions, and presenting the information in new ways 6. accessing a range of sources of information and evaluating their reliability and accuracy, for example, comparing data or factual content from a news report with information on social media, checking multiple sources to establish validity and bias, and deciding what facts to include in informative texts 7. listening to reports such as weather, sporting results, a concert line-up, and creating an audio or text message to invite their friend to an event, incorporating information from the text(s) to persuade their friend to come, for example, Real Madrid gano el sabado, 3-0. ¿Vamos a verlos este fin de semana? Estará soleado el sábado. | |
| interpret and adjust non-verbal, spoken and written language to convey meaning in Spanish language in familiar and some unfamiliar cultural contexts  AC9LS8C04 | 1. comparing own translation of a text with classmates, commenting on similarities and differences between versions, considering possible reasons for these, and preparing a secure collaborative online whole-class version 2. creating informative responses to cultural representations of Spanish-speaking communities in Australia, such as The Spanish Film Festival, community fiestas or artists’ exhibitions, explaining particular language or images in terms of cultural associations, for example, in vlogs, critical reviews or secure social media posts 3. interpreting short messages or communications, reflecting on challenges associated with transferring meaning from one language to another, for example, Mañana voy a estrenar mi vestido, ¿Te gustó la sobremesa? No me tomes el pelo. Me costó un ojo de la cara. Es un trabajo papaya. 4. viewing authentic material of Spanish speakers discussing their culture and language, then responding to these discussions, incorporating their own personal perspectives and opinions in a digital presentation 5. selecting and explaining individual words or phrases in Spanish whose meaning can be affected by context, for example, Tengo una pila de cosas para hacer, La pila del celular se ha acabado. 6. presenting information gathered from different types of texts and modes of presentation to create an overview of a particular topic of interest such as a celebrity, popular culture, school uniforms, saving water, endangered species | |
| **Sub-strand: Creating text in Spanish** | | |
| create and present spoken, written and multimodal, informative and imaginative texts for specific purposes, selecting vocabulary, expressions, grammatical structures, features and conventions appropriate to text type and context  AC9LS8C05 | 1. designing a digital poster or electronic brochure to advertise a social event in their local community related to lifestyles, social and cultural events or environmental issues 2. using digital tools to create a slideshow with audio about a planned 7-day trip to a Spanish-speaking country or region, including famous places to visit, cultural events to attend and foods to eat, for example, attending the Inti Raymi in Cuzco, Peru or visiting the Spanish region of Galicia during San Juan/San Xoan 3. reporting on own and others’ experiences of events such as a school camp, a concert or playing a new computer game, for example, Mi amiga disfrutó el campamento ... 4. creating a print or digital advertisement or brochure in Spanish for travel to a First Nations Country/Place location, including what to see and do, means of travel, best time of year to visit, what to bring and wear, etc. 5. composing bilingual menus, recipes or programs for Spanish-themed events, with key information in Spanish and explanatory footnotes or glossaries in English, for class parties, cooking sessions, cultural celebrations, for example, instructions to make a piñata 6. creating subtitles, captions or commentaries for texts such as brochures, slide show presentations or video clips that inform the school community, for example, open day/night, aspects of Spanish-speaking cultures, or details of the Festival de Viña del Mar 7. creating cartoons, role-plays or short stories about a past event in their own life or a dream for the future, to share in class or for a secure online wider audience, for example, sueño con ser bailarina 8. using voice recording and digital presentation software to create, perform or record imaginative texts, for example, a short play or film 9. preparing a biographical account of an influential figure in own life, for example, creating a profile of a grandparent or sports coach 10. using up-to-date and emerging terms relating to pop culture, technology and media when creating texts, for example, Chateo con mis amigos. No suelo bloguear porque tuitear es más rápido. En las redes, normalmente blogueo porque me encanta la música y me gusta mucho rapear. | |

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| **Strand: Understanding language and culture** | | **Years 7–8 (F–10)** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| apply knowledge of conventions of spoken Spanish to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contexts  AC9LS8U01 | 1. distinguishing nuances in pronunciation of some consonants according to vowel combinations, for example, jardín, garage, gente, agua and gas, and the double consonants lland rr compared with the single l and r 2. using the rhythms of the Spanish language, including intonation, tone and stress, to increase fluency and enhance expression, for example, No compro nunca en esa tienda. Versus ¿No compró nunca en esa tienda? 3. recognising where to place stress in extended sentences, for example, Vámonos ya para el concierto de Rosalía. Ven aquí y te enseñaremos a bailar salsa. 4. recognising that written Spanish has only 3 double consonant combinations, ‘c’ ll and rr, for example, acción, llover, corrección 5. applying pronunciation rules to common tongue twisters such as Tres tristes tigres tragaban trigo en un trigal | |
| apply understanding of grammatical structures and expressions to compose and respond to texts  AC9LS8U02 | 1. conjugating common regular verbs and high-frequency irregular verbs such as ir, tener, ser, haber in the present, preterite and present perfect tenses, for example, Voy a la escuela todos los días, fui a la escuela el año pasado, he ido a la escuela durante dos trimestres 2. using present, past and immediate future tense verbs followed by infinitive, for example, Debemos dormir bien, quiero ir a casa, no pudo comer, me gustaría celebrar contigo, vamos a jugar al baloncesto 3. expanding their use of cohesive devices such as sin embargo, además to icicl compound sentences and link ideas, for example, Los estudiantes son inteligentes sin embargo no estudian todos los días. 4. using adjectives to describe people and aspects of the environment, for example, Mi tía es generosa y agradable, Los Andes son más altos que los Pirineos. Lo más/menos importante es… 5. expressing quantity, for example, miles de personas, mucha gente, varios libros, tanto dinero, pocas ideas, bastante calor, algunos amigos 6. using adverbs to modify the meaning of verbs and adjectives, for example, Él nadó rápido. Nosotros casi nunca entrenamos especialmente cuando hace demasiado calor. 7. indicating possession by using de followed by a pronoun or noun, for example, El carro de mi mamá, Las camisas de mi hermano, Las profesoras de la escuela tienen vacaciones de verano | |
| reflect on similarities and differences between Spanish and English language structures and features, using metalanguage  AC9LS8U03 | 1. reflecting on language appropriate to different types of texts, such as descriptive language in documentaries, reflective language in diary and journal entries, and persuasive language in advertisements, and compare these with English 2. collecting examples of online and print advertisements, and identifying and analysing the language features and grammatical structures used to persuade potential consumers in both Spanish and English, for example, ‘End of season sale’ ¡Compre en los almacenes ‘La Moda’ no se arrepentirá!, ¡Pague menos y lleve más! 3. understanding and comparing textual elements in Spanish and English that provide coherence at a whole text level, for example, cohesive devices, introductions and summaries, linked paragraphs, and sequencing of ideas, por lo tanto…, en primer lugar…, en icicleta… 4. comparing Spanish and English sentence structure, for example, the omission of the subject in Spanish, Simón busca la información en la red, la necesita para su trabajo 5. collecting Spanish and English cognates, for example, fascinante – fascinating, arquitectura – architecture, doctor – doctor, enciclopedia – encyclopedia, cancelar – cancel, and icicleta – bicycle 6. identifying Spanish words borrowed from different languages across time and through political, historical and social changes, such as words of Arabic origin that start with the prefix al-, for example, almanaque, alcachofa, algodón, algebra and alcohol, and some common interjections such as ¡hola!, ¡ojalá! And ¡olé!, also derived from Arabic 7. understanding the conventions of several types of texts in Spanish and comparing these with English, for example, the use of abbreviations in text messages, tq = te quiero, formulaic greetings in telephone conversations, Aquí, Hola, ¿Sí? ¿Aló?, typical phrases for greeting cards, Muchas felicidades por …; language in menus, entrada, platos de fondo, postres, menú del día | |
| **Sub-strand: Understanding the interrelationship of language and culture** | | |
| reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes  AC9LS8U04 | 1. recognising that language and cultural practices are interconnected, for example, identifying the religious origins or connotations of many common Spanish names such as Jesús María, Dolores, and expressions such as ¡Qu Dios te bendiga!; and changes reflecting social values such as the adoption of some feminine forms of professional titles, for example, la doctora/el doctor, la abogada/el abogado, la jefa/el jefe 2. comparing elements of communication, for example, body language and use of personal space and silence in different cultural contexts, and exchanges such as physical greetings, proximity when interacting and the use of ‘sorry’ in English compared with Spanish 3. identifying levels of formality in spoken and written texts and considering what these reveal about social relationships and processes, such as reflection of status, authority, respect or intimacy, for example, Perdone que le interrumpa, Presidenta. ¿Podría …? Disculpe, ¿podría decirme ...? Eres el amor de mi vida ... 4. examining how First Nations Australian languages have strong connections to Country/Place and how these can be compared with language variation across Spanish-speaking countries and regions 5. recognising that many Spanish-speaking countries have co-official Spanish languages and how this is an important aspect of identity, for example, Guaraní in Paraguay, Catalan, Galician and Basque/Euskera in Spain, and Quiché in Guatemala, 6. noticing components of Spanish language that reflect cultural histories and influences, for example, technological and scientific terms derived from classical Latin and Greek, continente, vegetación, bacteria, biología, protocolo and mecánico 7. understanding the nature of the distribution of Spanish speakers across the world, including countries such as United States and the Philippines where the Spanish language and cultures have an important presence, for example, the development of Spanglish as a dialect and influence on Tagalog/Filipino 8. examining language variation in relation to vocabulary and grammatical forms in Spanish-speaking communities compared with Spanish-speaking in Spain, for example, ‘strawberries’ are fresas in Spain and frutillas in Argentina; ‘bus’ is colectivo in Venezuela, ómnibus in Peru, camión in Mexico and guagua in Cuba; and the use of the pronoun vos in Central America 9. considering the value of the influence of Spanish language and culture(s), including food, film, fashion, music and dance, on the English language and other cultures, for example, churros, tortilla, pupusas, tapas, salsa, flamenco | |

Years 9–10 (F–10)

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| **Band level description** |
| In Years 9 and 10, Spanish language learning builds on each student’s prior learning and experiences. Students use Spanish to initiate and sustain interactions that communicate their own and others’ experiences of the world. They listen, speak, read and view, and write to communicate with speakers of Spanish locally and globally through authentic community and online events. They access and create spoken, written and multimodal texts, increasingly of their own choosing. They continue to receive guidance, feedback and support from peers and teachers.  Students access an increasing range of authentic and purpose-developed resources which may include textbooks, audio and video clips, feature articles, television programs and social media. They expand their knowledge and control of Spanish pronunciation, intonation, structures and features. They acknowledge that there are diverse influences on ways of communication and cultural identity, and that these influences can shape their own behaviours, values and beliefs. |
| **Achievement standard** |
| By the end of Year 10, students contribute to and extend interactions in Spanish language in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by evaluating and synthesising information, ideas and perspectives. They show understanding of how features of language can be used to influence audience response. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They apply and use complex sentences and structures to create and respond to spoken and written texts. They use a variety of tenses to sequence events and use language devices to enhance meaning and cohesion.  Students incorporate the features and conventions of spoken Spanish to extend fluency. They demonstrate understanding of the conventions of spoken and written texts and the connections between them. They apply knowledge of language structures and features to make and predict meaning. They support analysis of Spanish texts, using metalanguage. They reflect on their own cultural perspectives and identity, and draw on their experience of learning Spanish, to evaluate how this learning influences their ideas and ways of communicating. |

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| **Strand: Communicating meaning in Spanish** | | | **Years 9–10 (F–10)** |
| **Sub-strand: Interacting in Spanish** | |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | | |
| initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to students’ own and others’ experiences of the world, adjusting their language in response to others  AC9LS10C01 | 1. applying appropriate register and modifying behaviour, language and etiquette in a variety of familiar and unfamiliar contexts, for example, meeting and greeting an important guest, as opposed to meeting a friend, ¿Cómo está usted? ¿Qué tal? Mucho gusto or muchísimo gusto. Encantado/a. 2. exchanging emails with peers in a Spanish-speaking context to share views about aspects of teenage life, for example, friends, responsibilities, interests, future aspirations and topical issues 3. interviewing class members to elicit opinions on personal experiences and significant events from their past, and identifying common themes or reactions, for example, ¿Estás interesado/a en …? ¿Dónde naciste? 4. maintaining and extending conversations by following up on others’ contributions, for example, Creo que tú tienes razón pero … Me gustaría agregar que … 5. using language to achieve different purposes in interactions, for example, the use of contractions and acronyms in text messages for the purpose of speed and economy and the use of slang, ¡holi! para=pa, pq=porque 6. interacting in role-plays or spontaneous skits about travelling, for example, in a lost property office, asking for directions, asking for recommendations, complaining about service, He perdido mi bolso, Por favor ayúdame a encontrarlo. Estoy perdido. ¿Dónde está la estación de tren? 7. playing a truth and lie game, relating to past experiences, future aspirations or topics of interest, taking turns to say 3 statements, 2 truths and 1 lie, with others guessing what the false information is, for example, en el futuro quiero ser Doctor, Me rompí la pierna cuando tenía 12 años, voy al gym todos los dias a las 6 de la mañana 8. participating in a discussion, exchanging different viewpoints using strategies such as sentences starters, for example, Tienes otro punto de vista, Ese aspecto lo veo de la siguiente manera …, asking for repetition or clarification ¿Qué quieres decir …?, or inviting further elaboration ¿Cómo? ¿A qué te refieres? Éso quiere decir que … | | |

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| contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences  AC9LS10C02 | 1. interacting in class discussion and debates by taking turns, expressing agreement/disagreement and providing encouragement, for example, Es mi turno ahora, Estoy de acuerdo contigo … No comparto esa opinión … Me parece una idea estupenda 2. negotiating arrangements, weighing up alternatives and reaching shared decisions in relation to planned activities such as competing in a travel game in a Spanish-speaking country, for example, Entonces nosotros reservamos un hotel de cinco estrellas – No, eso es muy caro, ¿Por qué no un hostal? 3. participating in real or simulated transactions such as exchanging, ordering and bargaining for popular consumer items, for example, video games, books, accessories, souvenirs or clothes in a market 4. participating in collaborative projects such as a segment for a young people’s community radio or television program, sharing responsibility for different elements regarding news items or sports reports, and using appropriate terms to introduce and summarise, for example, Estamos transmitiendo en directo desde…, Esta edición escolar se trata de …, Ahora pasamos a las noticias del día … 5. using argument and expressive or persuasive language to discuss topical issues such as La sostenibilidad, Los derechos humanos, el calentamiento global, for example, como sabemos … es evidente que … nadie puede negar … |
| evaluate and synthesise information, ideas and perspectives in a broad range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience  AC9LS10C03 | 1. comparing different perspectives about an environmental issue, from a tourist company/profit perspective versus an environmental protection perspective, and incorporating information into a multimodal text to raise awareness, for example, environmental threats to the Great Barrier Reef, La Gran Barrera de Coral está muriendo, ¡tenemos que salvarla! 2. exploring persuasive and informative texts such as articles and reports, to recognise fact versus opinion, and presenting findings to the class, for example, Nosotros deberíamos cuidar el medio ambiente. El 30% de la población piensa que tenemos que cuidar el medio ambiente. 3. reading an advertisement and responding appropriately, for example, applying for a part-time job or for a student exchange program, addressing key criteria, Yo sería un buen candidato/a porque…, Estoy libre de lunes a miércoles 4. listening to or reading a First Nations Australian’s stories and discussing their opinions and ideas, and, in Spanish, presenting their personal profile to the class 5. summarising information from print or secure digital sources regarding an issue of interest, presenting the information to others, determining what information is most important/interesting and stating their own perspectives, for example, El impacto de los medios sociales en la vida cotidiana. El vestuario y la identidad, La influencia de la música en los jóvenes 6. locating and researching information from reliable sources to inform decisions by weighing up options and making an ‘advantages and disadvantages’ table about a range of topics, for example, the best time of year to visit a Spanish-speaking country, a country that may best suit them, No me gusta el frío así que me preferiría ir a Costa Rica 7. synthesising information by combining ideas from a range of sources in order to group and present ideas, themes and issues in a logical and coherent manner, for example, Los uniformes son importantes. El horario escolar debería reducirse. 8. adapting and changing texts to suit different contexts, purpose and audiences, for example, changing a persuasive piece into an objective report, making a text more formal or informal, or a song into a story, conveying information from a principal’s email to a friend in an informal text message, La directora dijo que tenemos que llevar el uniforme para los exámenes 9. analysing published accounts of an event such as a sports match, a concert or a street party, and reporting results and highlights, for example, El Real Madrid ganó el partido con un resultado de 3-0 10. composing a short review of a film, story or documentary, and expressing opinions about different perspectives and viewpoints, for example, Este video no muestra la realidad de la posición de la mujer, Los personajes en este texto se sienten felices 11. listening to, reading or viewing extracts from expressive contemporary texts such as songs, poems, dance, street art or musical performances, identifying elements that reflect the culture or experience of Spanish-speaking communities, and presenting findings 12. expressing responses to a personal or peer’s experience of an event such as a concert, party, camp, exam, job interview, using evaluative and expressive language to convey reactions such as excitement, appreciation or boredom, for example, Me encantó esa canción**,** ¡Aprecio tus palabras! ¡Qué aburrido! Eso suena muy dificil… |
| interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts  AC9LS10C04 | 1. translating short familiar texts such as advertisements, songs or film clips, comparing own translation with others, analysing and providing possible explanations for similarities and differences 2. reflecting on the difficulty of achieving equivalence in translations of creative texts such as poems and songs, and identifying words and phrases that require elaboration or explanation, for example, Es una tarde parda y fría de invierno …, from the poem ‘Recuerdo infantil’ by Antonio Machado 3. using, comparing and evaluating electronic and digital translators for accuracy, efficiency and reliability, and discussing the risks of over-reliance 4. experimenting with translations of popular expressions or idioms in Spanish, noticing when this creates the potential for confusion, for example, En todas partes se cuecen habas (everywhere beans are cooked) = everyone has a skeleton in the closet. Meter la pata (put your leg in something) = to put your foot in it 5. creating bilingual texts that present aspects of culture(s) and way of life in Australia for Spanish-speaking students and parents, for example, a print leaflet or digital display about Australian national holidays, animals and food such as Australian versions of tacos 6. considering how to maintain the integrity of original texts when translating culture-specific concepts such as ‘the bush’, ‘outback’, ‘snags’ or ‘servo’ to Spanish speakers 7. reflecting on how meaning can be misinterpreted in intercultural interactions, for example, sharing experiences of miscommunication and strategies to deal with misunderstanding |
| **Sub-strand: Creating text in Spanish** | |
| create and present informative and imaginative texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures and a range of features and conventions to engage different audiences  AC9LS10C05 | 1. creating a multimodal presentation such Venn diagram, flow chart, digital display, comparing different perspectives of a topical issue, for example, la deforestación, los derechos de los pueblos indígenas, la tecnología, los jóvenes y el sueño 2. creating visual displays of data or information gathered from personal research or overseas trips to share with peers on features of lifestyle or experiences of Spanish-speaking youth, for example, educational opportunities, outdoor and sporting activities across the seasons, or a typical weekend for a teenager 3. composing different types of social media texts such as blogs, advertisements, webpages, magazine articles, interviews, to present views on particular issues, using appropriate protocols to acknowledge sources of reference and commentary, for example, using reported speech El científico Dr. Sanabria dijo que hay que usar autos eléctricos 4. writing a journal entry or contributing to a school newsletter in Spanish, reflecting on the impact of a visit to a First Nations Country/Place location, and, with permission, referring to cultural knowledge of the site’s significance 5. writing the script for, and presenting role-plays or plays with characters, themes, settings and plots likely to appeal to specific audiences, for example, a magic show such as la historia del trilero, for young learners of Spanish 6. composing and performing speeches or dialogues that reference significant celebrations or historical events in Spanish-speaking communities or Australia, for example, El Día Internacional de la Mujer, La Feria de Sevilla, ANZAC Day, Fiestas patrias, Festivales folclóricos 7. telling a story from several different perspectives and observations such as first-, second- and third-person points of view, for example, in third-person narration, relating the actions of the characters by referring to their names or by pronouns, for example, él, ella o ellas, ‘Shrek estaba enojado, así que cerró la puerta de un portazo’. 8. selecting picture cards, cartoons or digital images and writing a description from the perspective of different characters in the image, for example, a picture of a park with several characters where different things are happening: a lost ball, wind takes hat, dogs chasing ducks, sudden rain 9. composing a secure online ‘cultural ID profile’ to exchange with Spanish-speaking peers, making decisions about what points of information will be of most interest and critically thinking about stereotypes |

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| **Strand: Understanding language and culture** | | **Years 9–10 (F–10)** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| apply features and conventions of spoken Spanish to extend fluency in responding to and creating texts in familiar and unfamiliar contexts  AC9LS10U01 | 1. applying correct pronunciation to challenging letter combinations in Spanish, such as ae in aeropuerto, au in Australia, ll in ballena, r in pero, rr in perro, d in bondad, the soft t in té, and eu in Europa 2. understanding how tone can convey emotions, modify meaning and give clues about what is happening, for example, ¡Vamos ya! ¡Corre! ¡Tengo miedo del tigre! ¿Te gustaría ir al cine? ¡No te enojes! 3. applying knowledge of pronunciation, intonation, rhythm and pace to own use of spoken Spanish, for example, when reading stories to younger children, asking questions or expressing emotions such as surprise or sadness 4. experimenting with intonation and stress, improving coherence and increasing expressive range by reading out loud from unfamiliar texts, for example, newspapers, novels, reports 5. reciting tongue twisters to develop pace and fluency, for example, Buscaba el bosque Francisco, un vasco bizco, muy brusco, y al verlo le dijo un chusco, ¿Busca el bosque, vasco bizco?, De generación en generación las generaciones se degeneran con mayor degeneración | |
| apply knowledge of grammatical structures to predict meaning and compose texts that contain some complex structures and ideas  AC9LS10U02 | 1. understanding and using indefinite adjectives and pronouns such as alguno/a/os/as, ninguno/a/os/as, otros/as, todos/as, alguien, nadie, nada, algo, todo 2. applying constructions with a double negative, for example, No hay nadie en clase, No tenemos nada 3. understanding the difference between a reflexive verb and the corresponding non-reflexive verb, for example, Gerardo se lava la cara and Gerardo lava su carro. 4. using modelled subjunctive mood to express doubt, uncertainty or emotion, for example, Dudo que María visite a su abuelo todos los domingos ... 5. expressing hypothetical events using modelled conditional voice structures, for example, Sería interesante estudiar chino or Yo viajaría, pero no tengo dinero. 6. using cohesive devices to extend sentence complexity and sophistication, such as aunque, a pesar de, mientras que, for example, Aunque no me gustan los animales, quisiera estudiar biología. 7. conjugating verbs to describe a range of event across time, for example, present, past, future tense 8. extending their understanding and use of symbols, acronyms, abbreviations and colloquial shortenings of words, for example, MERCOSUR, UE, ONU, OVNI, C/ – calle, EE. UU – U.S.A., d ­– dia, a. C. – B.C. 9. recognising the different usage of imperative forms such as persuading, encouraging and advising, for example, vaya a la cancha, vamos al descanso, piénsalo bien, piénselo bien 10. using numbers for a range of purposes and contexts, for example, in transactions or explaining historical or biographical events in time using years/dates such as a timeline, Juana La Loca nació el 6 de noviembre de 1479 en Toledo. Murió el 12 de abril de 1555 11. using the passive, impersonal form with se, for example, Se venden casas. ¿Cómo se dice ...? 12. beginning a sentence with an opening inverted exclamation mark ¡ and ending it with a question mark?, or vice versa, for statements that are questions but also have a clear sense of exclamation or surprise such as ¡Y tú quién te crees? | |
| reflect on and evaluate Spanish texts, using metalanguage to analyse language structures and features  AC9LS10U03 | 1. developing metalanguage to extend discussion of grammatical features such as word order, tenses and subjunctive mood, and using terms such as ‘verbs’, ‘nouns’, ‘conditional’, ‘subjunctive’ and ‘simple past’ 2. analysing and comparing different types of texts such as television dramas or news bulletins to demonstrate how language is used to create effects, for example, emotional impact or interest 3. identifying common textual conventions**,** for example, the salutation in an email "Hola Luis", informal language in blogs, or rhetorical language in political pamphlets 4. identifying key features and functions that characterise different types of texts such as voicemail, slogans, informative articles or short stories, and reflecting on how these are used for effect 5. comparing the features and differences of spoken and written texts, for example, spoken versus print for advertising, face-to-face versus a scripted speech, a text message versus a formal letter | |

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| **Sub-strand: Understanding the interrelationship of language and culture** | |
| reflect on and evaluate how identity is shaped by language(s), culture(s), beliefs, attitudes and values and how these affect ways of communicating  AC9LS10U04 | 1. sharing reflections on their experiences of learning Spanish and on different reactions to aspects of the language and culture, for example, Tengo problemas pronunciando la doble r, es difícil para mí …, Me gustaría poder hablar más rápidamente en español 2. recognising differences in the nature and function of some elements of communication in Spanish compared with English, for example, the enjoyment of debate, disagreement and argument as social rather than confrontational activities, and greater levels of directness in exchanges such as making requests using direct imperative 3. reflecting on and explaining the protocols required to authentically co-create an Acknowledgement of Country/Place with a First Nations Australian, to present in Spanish for a group of Spanish-speaking visitors at a school assembly 4. understanding how language variation can reflect cultural and social identity, and inclusion or exclusion, for example, los refugiados versus los ilegales; the use of jargon or jergas, for example, currar, laburar, estar al loro, ir de marcha, mala onda, tipo, chavo, pibe to include or exclude; and the inclusive language of political speeches, for example, los ciudadanos y ciudadanas ... 5. researching the languages that are co-official Spanish languages, for example, Guaraní in Paraguay, Catalan, Galician and Basque/Euskera in Spain, and Quiché in Guatemala, and investigating the history and issues surrounding such relationships between languages 6. reflecting on the development of Spanglish in Spanish-speaking communities and evaluating current debates and discussions around hybrid forms of languages 7. examining the meaning of proverbs and how they reflect historical cultural views and attitudes, for example, Lo cortés no quita lo valiente, El hábito no hace al monje, and idioms, for example, me puse las botas, no pidas peras al olmo 8. exploring how word choices such as selection of particular nouns and adjectives can indicate values and attitudes, for example, Ese joven no sirve para nada/Es un joven valiente. Ellos son ilegales/Ellos son los refugiados 9. comparing texts created for different audiences in different Spanish-speaking regions and countries, noticing how language reflects priorities, values and beliefs of specific communities, for example, election campaigns, environmental concerns |

Years 7–8 (Year 7 entry)

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| **Band level description** |
| In Years 7 and 8, students are beginning their learning of Spanish language, and this will be influenced by prior learning and experiences of language learning. Students use Spanish language to describe their personal world and interact and collaborate with teachers and peers within and beyond the classroom. Listening, speaking, reading and viewing, and writing activities are supported by scaffolding, modelling and feedback.  Students access authentic and purpose-developed spoken, written and multimodal resources which may include conversations, audio and video clips, textbooks, advertisements, blogs and magazines. They use their English literacy knowledge of metalanguage to reflect on similarities and differences between Spanish and English language pronunciation, structures and features. They recognise that language choices reflect cultural values, beliefs and identity. |
| **Achievement standard** |
| By the end of Year 8, students use Spanish language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others’ contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Spanish or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices.  Students approximate Spanish sound patterns, intonation and rhythms, and demonstrate understanding that Spanish has conventions and rules for non-verbal, spoken and written communication. They comment on aspects of Spanish and English language structures and features, using metalanguage. They demonstrate awareness that the Spanish language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity. |

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| **Strand: Communicating meaning in Spanish** | | **Years 7–8 (Year 7 entry)** |
| **Sub-strand: Interacting in Spanish** | | |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| interact with others using modelled language to exchange information in familiar contexts about self and personal world  AC9LS8EC01 | 1. exchanging greetings with others using appropriate formal or informal language, for example, ¡Buenos días, clase!, Buenas tardes señor Rodríguez, ¿Cómo está usted?, Hola, ¿qué tal Pedro? adiós señora, ¡Hasta luego amigos! 2. introducing and describing themselves, others and posessions, for example, Me llamo David y vivo con mi padre. Mi hermana tiene 24 años y trabaja de abogada; Mi amigo tiene muchos animales en su granja/finca. 3. expressing likes, dislikes and preferences using simple modelled structures, for example, Me gusta jugar con el ordenador/computador. No me gusta la sopa. Me encanta la música. Mi deporte favorito es la natación. 4. interviewing others about their families, pets, likes and dislikes, hobbies and leisure time activities, for example, ¿Tienes hermanos/as? ¿Tienes animales? ¿Qué haces en tu tiempo libre? 5. responding to questions about feelings, for example, ¿Cómo está(s)?¿Qué tal? Estoy estresada ..., estoy contenta ..., estoy cansado ..., estoy aburrido ... 6. conversing with others about routines, events and leisure activities using language associated with time and place, for example, Me levanto a las 7. Los fines de semana voy a la playa con mi familia. Mi fiesta de cumpleaños es el domingo. 7. discussing significant or special events in their lives with peers or Spanish-speaking teenagers, for example, En mi cumpleaños ceno con mis amigos. Celebro el fin de año con mi familia. | |
| develop language to interact in exchanges, routines, tasks and responsibilities related to classroom and interests  AC9LS8EC02 | 1. responding appropriately to commands or requests, for example, escuchen por favor; haz click sobre la imagen del monumento; escoge la palabra correcta 2. following and giving instructions, for example, abran el libro, lee la página 20, escuchad, salgan de clase, escribid en los cuadernos 3. asking for help, information or permission, for example, ¿Me puede ayudar …?, ¿Cómo se dice … en español? ¿Puedo ir a beber agua?; perdón, lo siento, gracias ¿Puede/s repetir? ¿Puedo ir al baño? ¿Cómo se escribe ...? No entiendo. 4. expressing opinions and thoughts using set phrases, for example, ¡qué sorpresa!, de acuerdo / no estoy de acuerdo, prefiero ..., and inviting others to give opinions or suggestions, ¿estás de acuerdo? ¿qué piensas? yo sí / yo no 5. assisting the teacher with classroom routines and duties such as taking the roll, distributing work, giving instructions to peers, assisting with technology, for example, Aquí está tu libro, ¿Está María presente? Luis no está aquí pero Miguel si está aquí 6. developing the use of spontaneous interjections, expressions and gestures to maintain simple interactions such as sí sí, bueno …, vale, vale …¡Bravo! 7. playing games and completing activities with peers incorporating language to share, praise, encourage and take turns, for example, tu turno, ahora te toca a ti, ¡bien hecho!, inténtalo de nuevo 8. making a simplified Spanish board game to reinforce learning vocabulary and grammatical points and playing with others, for example, Turista Mundial, Scrabble En Español, Lotería, Mirar y Recordar Memory Game 9. playing ‘2 truths, 1 lie’ relating to routines, interests and personal details, in groups or pairs, taking turns to say 2 true and 1 false statement, with others guessing what is false, for example, Me gustan las serpientes. Me despierto a las 6 de la mañana. No desayuno. | |
| engage in modelled non-verbal, spoken and written exchanges with peers to organise activities relating to daily life and school environment  AC9LS8EC03 | 1. working with peers to produce bilingual signs/flyers and posters to promote sustainability and waste reduction within the school community, for example, labelling bins and containers, reciclaje, basura, basura orgánica, papel, cartón 2. working together to produce class reference materials such as wall charts or visuals, to display key vocabulary and structures used regularly in the classroom, and promote Spanish learning, for example, ¡No te rindas! ¡Estudia español! 3. participating in imagined scenarios such as an Amazing Race, Cluedo, asking for and giving directions, information and assistance, for example, ¿dónde está la biblioteca? A dos cuadras a la derecha; necesito un mapa de la escuela; sigue hacia la izquierda 4. participating in real or simulated transactions such as purchasing food or tickets, for example, ¿cuánto cuesta? ¡qué caro/barato! ¿acepta tarjeta de crédito? ¿a qué hora es el próximo …? 5. emailing, messaging or using secure online applications to chat about plans and daily life experiences using present tense, for example, El lunes juego al tenis, El viernes compramos la comida de la semana, El domingo visitamos a mi familia | |
| **Sub-strand: Mediating meaning in and between languages** | | |
| locate and process information and ideas in familiar spoken, written and multimodal texts, responding in ways appropriate to cultural context, purpose and audience  AC9LS8EC04 | 1. identifying details and key points of information from authentic resources or teacher-created texts, for example, using weather reports, news/sport reports, real estate descriptions or menus, and deciding which points to incorporate in a new text type such as a floor plan or promo poster for foods from a menu 2. locating, classifying and summarising information collected from sources such as menus, notices, timetables, packaging or retail catalogues, for example, creating a shopping list and recording prices of items, noting vegetarian options on a menu, classifying items by colour, shape, type, etc. 3. conducting simple surveys or interviews with others about familiar topics such as pets, likes/dislikes, hobbies, then interpreting the results and recording in a graph, table or graphic, for example, Siete personas en la clase tienen gato, 90% tiene perros 4. listening to, reading or viewing First Nations Australian authors’ stories and responding to them in spoken or written Spanish 5. identifying key points of information in short spoken or recorded texts such as phone messages, announcements or television advertisements, and transposing them to note form for own reference or to communicate to others 6. identifying and describing characters and events in a movie, story or comic such as Manolito Gafotas, by responding to structured questions, for example, ¿Cómo se llama el chico de verdad?; ¿Por qué tiene ese mote?; ¿Cuántos años tiene?; ¿Cómo es su familia?; ¿Quiénes son sus amigos? 7. navigating secure online applications such as digital maps or timetables to find out about transport and services in a Spanish-speaking country, using information in a simulated conversation with a taxi driver or person in a hotel, for example, ¿Dónde está la farmacia? Está enfrente del banco. Toma la primera calle a la derecha. 8. locating specific information about a person, place or event, describing characters ¿Quién? ¿Qué?, events ¿Qué pasa? ¿Cuándo?, settings ¿Dónde?, and key ideas ¿Por qué?, and establishing sequence, for example, primero … luego … después … por fin/finalmente … | |
| develop and begin to apply strategies to interpret, translate and convey meaning in Spanish in familiar contexts  AC9LS8EC05 | 1. translating short texts such as public signs or community notices from Spanish to English and vice versa, identifying problems encountered and noticing similarities and differences in how the messages are conveyed, for example, the Spanish use of impersonal se in signs compared with the English use of imperatives, for example, se prohibe fumar 2. using print and electronic dictionaries to assist in the translation of simple texts, noticing that some words are pronounced or written the same way but may have different meanings, for example, ay/hay, cien/sien, hola/ola 3. recognising cognates and the possibility of encountering ‘false friends’ when translating between Spanish and English, for example, carpeta – folder, contestar – answer, deporte – sport, pie – foot, and that these may hinder translation or create misunderstanding and confusion 4. identifying Spanish/English cognate patterns, for example, in verb endings, suffixes/prefixes, and similar words, that can be used to predict meaning or obtain gist 5. developing techniques to infer meaning of unfamiliar vocabulary and structures in a text, for example, highlighting known and unknown words in different colours and discussing strategies to predict meaning or fill gaps without relying on a translator 6. understanding the distinction between literal and non-literal translation, and identifying expressions in Spanish or English that may make no sense when translated literally into the other language, for example, pasarlo bomba, tomar el pelo, meter la pata, ‘she’ll be right’, ‘a piece of cake’ 7. recognising that abbreviations are used in both Spanish and English in texts, for example, tq=te quiero, pq=porque, CU=See you, LOL= jajaja, and considering the use and effects of abbreviations for a range of audiences 8. observing live or recorded Spanish language interactions in different contexts, and recognising that communication extends beyond spoken language, including body language, gestures, levels of politeness and tone 9. noticing variations in language use based on the age, gender and social relationships of speakers and the context and purpose of interactions, for example, selecting appropriate greetings and terms of address for people of different ages or status, Hola, ¿qué tal Diana? Buenas tardes, Señor Méndez, Diga, ¿quién llama? | |

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| **Sub-strand: Creating text in Spanish** | |
| create spoken, written and multimodal, informative and imaginative texts using appropriate vocabulary, expressions, grammatical structures, and some textual conventions  AC9LS8EC06 | 1. preparing a presentation by following a format that includes a greeting, introduction and sequenced ideas, for example, Buenos días. Hoy voy a hablar de los koalas. Voy a compartir su descripción física, su dieta y dónde viven. Los koalas son animales muy simpáticos. 2. composing and performing a role-play based on a real or imagined scenario, for example, meeting a new student, ¿cuál es tu asignatura favorita? or going to the shops, ¿dónde está la panadería? 3. producing informative texts that combine print, digital or visual elements for specific audiences, for example, creating a brochure or video about their school or community for a Spanish-speaking audience, Esta es la biblioteca donde hay libros; a digital personal profile for class peers,Mi música favorita es el rock; or a presentation of their dream home, Mi casa ideal es/está … 4. creating resources such as posters or displays to create awareness of relevant issues, for example, the environment, la basura a la papelera; use of technology, respeta online; and school etiquette, camina por la izquierda 5. writing a story by composing captions for a sequence of pictures or images, for example, Hay una familia. La familia está en el parque. El parque tiene un lago con patos … 6. creating a poster in Spanish to promote travel to a First Nations Country/Place location, including what to see and what to do 7. creating characters, situations or events in a range of texts designed to entertain others, such as a short narrative, digital photo story, comic strip, or a page of a big book for younger students, for example, Mi monstruo vive en el espacio y come estrellas 8. writing the first part of a short narrative, and exchanging with a peer to write the next section, repeating until the text is complete and reading aloud, or folding the paper so the next person cannot see what was previously written to create a funny story, for example, Es martes por la tarde y …, Las dos chicas están en el colegio … 9. planning and presenting a performance for non-Spanish speakers, with bilingual and explanatory commentary |

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| **Strand: Understanding language and culture** | | **Years 7–8 (Year 7 entry)** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| recognise and use features of the Spanish sound system, including pitch, rhythm, stress, pronunciation and intonation, and demonstrate understanding of how these are represented in familiar contexts  AC9LS8EU01 | 1. recognising that many of the letters of Spanish and English have the same sounds, with some exceptions and additions, such as ñ 2. understanding that in Spanish there is only one sound for each vowel 3. recognising and practising the different Spanish vowel and consonant sounds through simple rhymes, for example, silent h, j, g, x, and ll 4. spelling their name aloud in Spanish, for example, M-a-r-t-í-n /eme-a-erre-te-i-ene 5. recognising variations in intonation required to form statements, questions and exclamations, for example, Eres de Australia; ¿Eres de Australia? ¡Eres de Australia! 6. listening to statements, exclamations and questions read aloud, using intonation cues and transcribing what they hear with appropriate exclamation or questions marks where relevant, for example, ¡Comes mucho! ¿Comes mucho? 7. using own phonetic notes to help their pronounciation and intonation, for example, Vi series y pelis /bee seh-ree-ehs i peh-lees/, inglés /in- glehs/ 8. applying pronunciation rules to common tongue twisters such as Tres tristes tigres tragaban trigo en un trigal. | |
| develop knowledge of, and use structures and features of, the Spanish grammatical and writing systems to understand and create spoken, written and multimodal texts  AC9LS8EU02 | 1. recognising that Spanish has 22 consonants and 5 vowels 2. noticing and applying the different rules of capitalisation in Spanish and English, for example, lunes, marzo, matemáticas 3. identifying and applying graphic symbols, such as ñ, tildes, ¿…? ¡…! on keyboards and in writing systems 4. understanding and applying grammatical gender rules such as o and a at the end of nouns, and common exceptions, for example, mano (feminine), día (masculine) 5. developing awareness of additional gender patterns in word endings, for example, el/la ...ista, el/la ...ante, la ...ción, la ...dad, el ...or, el ...aje, el ...ero/la ...era 6. using appropriate definite and indefinite articles that agree in gender and number to noun, for example, el, la, los, las, un, una, unos, unas; noticing some common exceptions to the rule, for example, el día, la mano, el lápiz/ los lápices 7. understanding that adjectives and possessives agree in number and gender with nouns, paying attention to word order, for example, la casa amarilla, las niñas divertidas, los perros rápidos, el estudiante trabajador/la estudiante trabajadora, mi familia, mis amigos/as, tu estuche rojo, su ordenador/sus ordenadores nuevos/s 8. developing knowledge of number and gender agreement with demonstratives, for example, este, ese, aquel/esta, esa, aquella; ordinal numbers, for example, primero/a, segundo/a, tercero/a; and basic quantifiers, for example, mucho/a/os/as, bastante/s, poco/a/os/as 9. understanding the form and function of subject pronouns yo, tú, vos, él, ella, usted, nosotros/as, vosotros/as, ellos/as, ustedes, and how they determine verb endings in conjugations, for example, esta es María, la hermana de Juan. Ella está en la escuela primaria y él está en el año 8 10. understanding and using the 3 conjugations for the present tense of regular verbs -ar/-er/-ir, and commonly used irregular verbs, for example, ser, estar, tener, ir 11. recognising that there are 2 versions of the verb ‘to be’ in Spanish, ser and estar, and identifying the main uses of each, for example, soy Alicia (permanent), estoy bien (temporary), somos peruanos (nationality), estamos en clase de español (location) 12. using verb conjugations in affirmative, negative and interrogative forms, for example, ¿Eres Australiana? No, no soy Australiana, soy china ¿Y tú, qué idiomas hablas? Hablo chino, inglés y español. 13. seeking information using interrogatives, for example, ¿qué ...?, ¿cómo ...?, ¿cuándo ...?, ¿quién ...?, ¿dónde ...? ¿cuántos/as ...?, ¿por qué ...? 14. using prepositions of place, for example, está entre los árboles, and the contractions al (a+el) and del (de+el), such as in the sentence está al lado del patio 15. linking ideas using connectives, for example, y (e), o(u), pero, porque 16. recognising the functions of elements such as prefixes and suffixes, and their importance in word building and changing meaning, for example, repasar, repaso, casa, casita, caserón, casero, jugar, un juego, jugador | |
| compare Spanish language structures and features with English, using familiar metalanguage  AC9LS8EU03 | 1. developing awareness that different verbs are used in Spanish and English for certain phrases, for example, tengo 12 años – I am 12 years old ¿tienes hambre? – Are you hungry? Hace frío – It is cold 2. identifying do/does as an interrogative/negative auxiliary in English and how that differs in Spanish, for example, Do you live in Costa Rica? ¿vives en Costa Rica? I don’t live in Costa Rica no vivo en Costa Rica 3. understanding the difference in expressing decimal points in Spanish and English, for example, $2,000 – 2.000€; and 1.75m height – 1,75m; observing that in some English-speaking countries the imperial system is an alternative to the decimal system, for example, 3 feet – 0,91m 4. recognising that register shifts according to familiarity and social position, for example, using different pronouns and the corresponding verb endings in formal or informal interactions such as ¿cómo se llama usted? ¿cómo te llamas? 5. building metalanguage to understand and discuss grammatical structures and vocabulary in Spanish and English, for example, infinitivo, presente, género, masculino, femenino, número, singular, plural, adjetivo, sustantivo, forma negativa e interrogativa, and comparing with equivalent terms in English 6. comparing key features and structures of familiar Spanish and English texts by identifying the intended audience and purpose, such as in recipes, announcements, road signs or instructions, for example, Primero, se pelan las patatas .... Señores pasajeros, el tren con destino ..., SE RUEGA SILENCIO. Escribir la respuesta a las siguientes preguntas ... 7. discussing Spanish and English word order and syntax, noticing similarities and differences, for example, noun before adjective in Spanish; showing possession, for example, using apostrophe ‘s in English, using preposition ‘de’ in Spanish 8. comparing the ways to express ‘you’ in Spanish, for example, tú, usted, ustedes, vosotros, vosotras, vos and ‘you’ in English 9. recognising the influence of Spanish language and culture(s) on English and other languages by identifying loan words such as patio, tango, taco, chocolate, tomato, guacamole and siesta, noting how they are pronounced by English speakers | |
| **Sub-strand: Understanding the interrelationship of language and culture** | | |
| recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and values  AC9LS8EU04 | 1. viewing interactions between Spanish-speaking people and recognising register as well as comparing culturally determined manners or behaviour, for example, kisses on the cheek or informal/formal address 2. listening to and reading traditional texts such as leyendas, fábulas, rimas y refranes, identifying key messages, beliefs and values, and comparing aspects that may be similar or different across cultures 3. identifying that a sense of identity and belonging is important across all cultures and discussing how it may be expressed, for example, through family or community, actions, behaviours, or self-perception 4. exploring language features that reflect and embody cultural values and history, for example, regional differences in naming conventions, such as the use of apellidos, and religious based name order María José/José María 5. examining how First Nations Australians’ languages have strong connections to Country/Place and how these can be compared to language variation across Spanish-speaking countries and regions 6. identifying elements of ways of communicating and behaving in Spanish that may be unfamiliar to people from different contexts and cultures, for example, ways of expressing wishes, social interactions, celebrating events, or rituals associated with sports 7. considering language use depending on the context, relationship, for example, calling someone gordito as a term of endearment, not insult 8. understanding that languages and cultures change continuously due to contact with and influences from other languages and cultures, and in response to new ideas and developments, for example, tuitear, globalización, chatear, bloguear, cliquear, preionar control click 9. collecting examples of Spanish word borrowings from other languages, for example, fútbol, shopping, básquetbol, canguro, chófer, pizza, chau 10. observing that many Spanish speakers may be multilingual and can move between languages to achieve different purposes and to draw on additional communicative resources, for example, Gallego, Euskera, Catalán, Guaraní and Aimara 11. examining what is most important to them and their way of life to create a personal slogan/motto and crest to reflect aspects of their identity using Spanish words, phrases, expressions, and symbols, for example, siempre se positivo … | |

Years 9–10 (Year 7 entry)

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| **Band level description** |
| In Years 9 and 10, Spanish language learning builds on each student’s prior learning and experiences. Students use Spanish to initiate and sustain interactions while sharing their own and others’ experiences of the world. They listen, speak, read and view, and write to communicate with other speakers of Spanish in local and global settings through authentic community and online events. They continue to receive guidance, modelling, feedback and support from peers and teachers.  Students use authentic and purpose-developed resources, increasingly of their own choice, to access and/or create a range of spoken, written and multimodal texts which may include textbooks, audio and video clips, magazines, online and print articles, and social media. They acknowledge that there are diverse influences on ways of communication and cultural identity, and that these influences can shape their own behaviours, values and beliefs. |
| **Achievement standard** |
| By the end of Year 10, students initiate and sustain Spanish language to exchange and compare ideas and experiences about their own and others’ personal world. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in Spanish or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of spoken and written Spanish to create texts.  Students apply features of the Spanish sound system to enhance fluency and demonstrate understanding of the sound system in spoken exchanges. They select and apply knowledge of language conventions, structures and features to interact, make meaning and create texts. They support discussion of structures and features of texts, using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning Spanish, to discuss how this learning influences their ideas and ways of communicating. |

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| **Strand: Communicating meaning in Spanish** | | **Years 9–10 (Year 7 entry)** |
| **Sub-strand: Interacting in Spanish** | | |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, experiences and opinions about their own and others’ personal world  AC9LS10EC01 | 1. initiating conversations with peers, family and others, using expressions, such as ¿Qué pasa? ¿Cómo estás hoy, profe? ¡Qué buen tiempo! 2. expressing, comparing and explaining likes, dislikes and preferences, for example, Me gusta más el baloncesto que el fútbol. Me encanta la historia porque me parece interesante. Nuestro colegio es grandísimo, es el más grande de la ciudad. Lo que más me gusta hacer los fines de semana es estar con mis amigos. 3. interviewing other teenagers to build relationships and share views on aspects of young people’s lives, such as friends, responsibilities, interests and aspirations, for example, ¿qué te gusta hacer los fines de semana?, ¿qué tareas haces en casa?, ¿te interesa la música?, ¿qué te gustaría hacer en el futuro?; for example, ‘speed peer dating’, tomar un añ sático, viajar por el mundo, hacer voluntariado 4. developing verbal and non-verbal techniques and strategies to maintain the flow and authenticity of conversations using spontaneous interjections, expressions and gap fillers, for example, mira…, ¡Vale! / ¿Me entiendes?, ¡Dios mío!, ¡Qué guay! 5. sharing impressions of past experiences and significant events, for example, en mis vacaciones, primero fuimos a …, después ..., durante la segunda semana ... y entonces ..., fue fenomenal ..., al final ... y ¿Qué tal tus vacaciones? 6. discussing personal views on topics such as acoso escolar, ideal de belleza and música, using expressions such as de ninguna manera … claro que sí ... to link and elaborate ideas in round table discussion or debate 7. using appropriate discussion strategies such as active listening, showing interest, acknowledging others’ opinions, responding to, elaborating and extending ideas, for example, Perdona, pero no estoy de acuerdo contigo porque …, Me parece mejor …, ¿Qué os/les parece si …? | |
| use Spanish language in exchanges to question, offer opinions and compare and discuss ideas  AC9LS10EC02 | 1. participating in class discussions or activities to express opinions and reflect on those of others, for example, in a game of ‘4 corners’, where students move according to their opinion and then respond to others in opposing corners, me parece que …, ¿qué les parece?, ¡qué buena idea! no me parece una buena idea 2. expressing thoughts about the pros, cons and limitations of ideas and issues raised regarding a given topic, for example, creo que ... porque, prefiero …, es más útil que …, tiene menos …que, en primer lugar, creo ... ahora creo que …, (no) estoy de acuerdo 3. participating in debates about current issues of interest, using language of persuasion and suggesting possible solutions, for example, pienso+infinitive, ¿qué opinas? en mi opinión …, se debe …, se puede …, es necesario 4. using slogans to support arguments, such as si no reciclas, reusa, si no reusas reduce. Pero ¡haz algo!’ Sino limpia, no ensucie, No arroje basura, ayude a cuidar el medio ambiente. | |
| use non-verbal, spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peers  AC9LS10EC03 | 1. planning and producing resources such as websites, posters or online features about issues related to the Spanish-speaking world or wider community, such as migration or recycling, for example, creo que primero deberíamos escribir ..., es evidente que …, una opción es … 2. emailing, messaging or using secure online applications to chat about and reflect on previously planned experiences such as a class excursion, camp, party, assembly presentation, and what they may do differently, for example, El campamento fue muy divertido, hicimos surf e hicimos una hoguera … Pero la próxima vez traeré más comida. 3. planning and playing a game of charades and reflecting on the importance of non-verbal communication and gestures to make meaning 4. discussing and negotiating a resolution to a common problem such as a disagreement with others, managing study commitments, or making a polite complaint, for example, ¿Qué tengo que hacer? no quiero discutir ..., no tengo tiempo para estudiar ... 5. organising, planning and completing all the stages of preparation for an event such as the end of year dance, a trip, fundraiser, winter sleep out or camp trip, keeping a weekly journal about the process, what they are learning, what they need to do, and writing a reflection after the event, considering what they may do differently next time | |
| **Sub-strand: Mediating meaning in and between languages** | | |
| interpret information, ideas and perspectives in a wide range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience  AC9LS10EC04 | 1. reading tourist brochures and travel websites about diverse locations in Spanish-speaking communities, identifying and comparing features of local lifestyles, such as food and festivals, reflecting on how modern or traditional these cultural manifestations are, for example, el Día de los Muertos being rooted in Mexico and then embraced in the USA 2. obtaining information about a festival, experience, event or tourist site and writing a series of postcards in the voice of a journeying character, using guiding questions to plan, for example, ¿Dónde estás? ¿Te gusta? ¿Por qué o por qué no? ¿Qué te ha pasado hasta ahora? ¿Qué es sorprendente? ¿Qué has aprendido hasta ahora, sobre ti mismo o sobre los demás? ¿Qué vas a hacer? 3. accessing a range of texts on travel to Spanish-speaking countries and writing a dot point ‘checklist’ or ‘to-do list’ for a real or imagined travel adventure, for example, obtener un pasaporte y una visa, planificar un itinerario, comprar boletos ... 4. listening to or reading a First Nations Australian’s stories and discussing their opinions and ideas, and, in Spanish, presenting their personal profile to the class 5. watching a documentary on global issues such as el cambio climático or las redes sociales, and summarising the data in a graph or infographic to share with class 6. analysing and comparing information obtained from a range of sources on topics of social and cultural interest, such as announcements, reports, interviews, and summarising and presenting information to peers in conversation, a shared website or class blog, for example, el cine latinoamericano comtemporáneo, el efecto del turismo en las Islas Galápagos or los refugiados en España, la expansión del español por el mundo or las expectaciones familiares y culturales 7. identifying different perspectives in texts such as in articles, reports or blogs, by distinguishing between facts and opinion, for example, regarding fiestas tradicionales. 8. gathering information from a range of sources, including personal commentaries by Spanish-speaking peers and adults about social, historical, environmental issues or cultural aspects of Spanish-speaking communities, and using preferred mode of presentation to share information with others 9. responding to imaginative texts by modifying key elements, for example, incorporating a new character, event, humour or suspense, parodying an advertisement or devising an alternate ending to a story 10. researching, presenting and taking a position on issues relating to contemporary topics such as Los efectos de las redes sociales en la vida de los jóvenes | |
| apply strategies to interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts  AC9LS10EC05 | 1. translating words or expressions reflecting culturally embedded references and concepts, for example, the word sobremesa or the practice of tutear 2. analysing Spanish translations of familiar English language texts, identifying aspects that got ‘lost in translation’, for example, comparing the English subtitles of a movie dubbed in Spanish with the original English-speaking version and discussing what was different and why 3. developing personal tools to resolve communication challenges such as responding to breakdowns in communication by rephrasing, asking peers or the teacher for clarification or repetition, for example, Repite/a por favor. ¿Puede/s explicarlo otra vez? 4. expanding awareness of ‘false friends’ by recognising that Spanish and English words with the same origin may take a separate path in each language, or words with different origins may resemble each other by coincidence, for example, constipado, ropa, embarazada, campo, decepción, etc. 5. identifying challenges associated with the translation of simple texts, such as short letters or conversations, deciding whether different information or language structures are required in the translated version, for example, idioms, salutations, respectful terms, absence of pronouns, etc. 6. evaluating the effectiveness and risks associated with online translation tools, for example, by doing a back translation of a well-known text and commenting on the issues and why this may occur 7. identifying levels of formality in spoken and written texts, and considering what these convey about social relationships and processes, for example, reflections of status, authority, respect or intimacy, Disculpe. ¿Podría decirme ...? Perdone que le interrumpa, ...; Me gustaría tomarme un café contigo; ¡Oye tío!, ¿Por qué no vamos al partido mañana; ¡compa, qué bueno verte! | |
| **Sub-strand: Creating text in Spanish** | | |
| create spoken, written and multimodal, informative and imaginative texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences  AC9LS10EC06 | 1. working collaboratively to create a brochure to identify aspects of their city/town/region likely to be of interest to Spanish-speaking visitors of the same age 2. creating promotional and informative bilingual texts to promote events or to support activities, for example, promotion of Día de la Raza or fundraising for humanitarian help in a Spanish-speaking community 3. presenting a personal or shared perspective on topics such as fashion, music, cinema or social media, using formats such as displays, secure online posts or oral presentations to provide critical or explanatory commentary 4. writing a journal entry, or contributing to a school newsletter in Spanish, reflecting on the impact of a visit to a First Nations Country/Place location, and, with permission, referring to cultural knowledge of the site’s significance 5. selecting picture cards, cartoons, famous digital images or rolling a ‘picture-dice’, using images of someone crying, angry, laughing, etc., and writing a short story or commentary using spontaneous language and humour, for example, a person with a shocked face with the caption, ¡Mi cara después del examen de matemáticas! 6. adapting familiar stories or fictional characters by creating new situations or different effects, for example, popular cartoons such as Mafalda 7. composing performance texts such as skits, raps or poems to amuse, entertain and engage other learners of Spanish, for example, writing a poem to a rhythmic beat 8. composing simplified versions of classic stories such as Caperucita Roja or Los doce enanos for a second language learner audience 9. experimenting with modelled poetic devices such as rhyme, repetition, onomatopoeia to intensify emotion, mood or feeling to create own poems, songs or performances, using language, voice and gesture to create specific effects 10. working in pairs to write a text message or social media commentary based on an example, incorporating handles, @ and # symbols, for example, ¿Cómo es el clima allí? # vamos a la playa @ Cancún 11. writing the first, middle or last part of a text in the genre of their choice, and exchanging with peers to write the missing section, attempting to follow the same style, themes and conventions, for example, Mis últimas vacaciones, El día que yo ..., Mi aventura a ... | |

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| **Strand: Understanding language and culture** | | **Years 9–10 (Year 7 entry)** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| apply features of the Spanish sound system, including pitch, rhythm, stress, pronunciation and intonation, and show how these are represented in familiar and some unfamiliar contexts  AC9LS10EU01 | 1. recognising the importance of appropriate intonation, stress, tone and pronunciation for making meaning and communicating, for example, estudio versus estudió, el versus él, perro versus pero 2. pronouncing consonants according to vowel combinations, for example, gente, agua and gas, and the double consonants ll and rr compared with the single l and r 3. understanding variation in pronunciation across the Spanish-speaking world, such as the pronunciation of ce and ci in different regions, for example ceceo or seseo, gracias, Cecilia, and the soft sh pronunciation of ll and y in Argentine Spanish, for example, calle/cashe 4. using the Spanish pronunciation of letters to spell words and phrases aloud, and applying correct terminology for accents and marks, for example, tilde, acento, diéresis 5. listening to and reciting texts such as poems, stories, tongue twisters or song lyrics to familiarise themselves with the rhythm and musicality of the language, for example, proverbios y cantares de Antonio Machado, Guantanamera de José Martí, Juan junta juncos junto a la zanja. 6. identifying the use of pitch, rhythm, stress and intonation in different audio tracks, intended purpose and how they affect the speaker, for example, Es hora de escuchar el reportaje de ... | |
| select and use structures and features of the Spanish grammatical and writing systems to enhance meaning and create spoken, written and multimodal texts  AC9LS10EU02 | 1. knowing when to omit definite and indefinite articles, and adjusting for gender-change cases, for example, quiero ser ingeniera; el capital versus la capital 2. using collective nouns such as gente and familia, and noticing the use of singular verbs, for example, La gente en Australia pasa mucho tiempo al aire libre. Mi familia tiene una casa en la playa. 3. noticing some changes in meaning when the adjective precedes the noun, for example, Una gran idea/ Una idea grande, Un solo perro/Un perro solo 4. using comparatives and superlatives, including some irregular forms, for example, mejor que ..., peor que ..., el mayor, el menor, más ... que, menos ... que, el más ..., ... ísimo/a, tan ... como 5. understanding and using indefinite adjectives and pronouns, for example, alguno/a/os/as, ninguno/a/os/as, otros/as, todos/as, alguien, nadie, nada, algo, todo, noticing the constructions with a double negative, for example, No hay nadie en clase, No tenemos nada 6. using possessive and demonstrative pronouns such as aquel es el tuyo, este es el mío, and neutral demonstratives ¿Qué es esto? Me gustó aquello que dijo. 7. understanding the use of relative pronouns in familiar contexts, for example, que, el/la/los/las que, quien/es, el/la cual, los/las cuales, donde 8. using modelled structures that contain direct and indirect objects, for example, ella compró flores para él ella se las compró 9. recognising different past tense forms such as preterite, imperfect, and past perfect, and comparing the uses with English past tense forms, for example, Marcos nació en Filipinas, él llamaba a su hermana cuando …, hemos estudiado los tiempos pasados 10. understanding and using regular and irregular forms of the preterite/pretérito indefinido, for example, canté, bebí, escribí, and fui, estuve; and temporal markers such as esta mañana ..., ayer …, el año pasado … 11. understanding and using the immediate future, –ir a + infinitive, for example, yo voy a ir al concierto con mis amigos 12. recognising future and conditional tenses and their conjugational patterns, for example, mañana iremos de excursión al zoo, me gustaría visitar México 13. elaborating on ideas or providing additional details with prepositions, for example, por, para, con, sin, hacia 14. understanding the function of impersonal expressions such as se necesita ..., se habla ..., se dice ..., se puede ..., hay que ... 15. using cohesive devices in complex sentences, for example, por lo tanto, además, sin embargo, al contrario de, de la misma manera 16. forming adverbs from adjectives, for example, normalmente, seguramente, probablemente | |
| reflect on and evaluate Spanish texts, using metalanguage to discuss language structures and features  AC9LS10EU03 | 1. comparing language features of Spanish and English versions of different types of texts, such as menus, weather reports, advertising, text messages or horoscopes, noting differences that may be culturally significant 2. understanding textual elements that provide coherence at a whole text level, such as cohesive devices, introductions and summaries, linked paragraphs, and sequencing of ideas, for example, por lo tanto …, en primer lugar …, en conclusión … 3. reflecting on how grammatical and vocabulary choices shade meaning and establish register, for example, the use of formal or informal pronouns usted, ustedes/ tú, vosotros/as, the use of forms of address don Juan, doña Pepa, señor Martínez, señoras y señores, damas y caballeros, Pedro y Sonia, and the use of abbreviations and slang mi cole es guay 4. researching Spanish words borrowed from different languages across time and through political, historical and social changes, such as words of Arabic origin that start with the prefix al-, for example, almanaque, alcachofa, algodón, álgebra and alcohol, and some common interjections such as ¡hola!, ¡ojalá!, ¡olé!, also derived from Arabic 5. using metalanguage to discuss language features and structures in Spanish, for example, sujeto, verbo, objeto, verb tenses pretérito, futuro, tiempo compuesto, participio pasado, and other features sinónimo, concordancia, párrafo 6. explaining how language is used differently to achieve different purposes, for example, the use of contractions, emoticons and acronyms in text messages for the purposes of speed and economy, and the use of slang, specialised or inclusive language to establish shared interest or identity 7. investigating how social media, globalisation, technology and popular culture have influenced the Spanish language over time, and explaining how expressions have been adapted, such as chatear, Guglear, resetear, poner algo en tiktok/instagram, darle, or when the English word is used with Spanish, for example, tomar un selfie, mover el mouse en la computadora | |
| **Sub-strand: Understanding the interrelationship of language and culture** | | |
| reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values and how these affect ways of communicating  AC9LS10EU04 | 1. recognising that Spanish language continues to evolve due to exposure to other cultures, globalisation, trends, technology, social media, and population growth and migration, for example, the natural use of Spanglish in USA 2. recognising that many Spanish-speaking countries have indigenous languages that are co-official Spanish languages, such as Guaraní in Paraguay, Catalan, Galician and Basque/Euskera in Spain, and Quiché in Guatemala, and investigating the history and links between languages and how they are maintaining or contributing to cultural identity 3. recognising that Spanish co-exists with multiple indigenous languages and dialects in many Spanish-speaking countries, and that this reflects the cultural and linguistic diversity of these nations, for example, the recognition of many co-official languages in Mexico 4. reflecting on and explaining the protocols required to authentically co-create an Acknowledgement of Country/Place with a First Nations Australian, to present in Spanish to a group of Spanish-speaking visitors at a school assembly 5. exploring the influence of Latin-American popular culture in the United States and the rest of the world, for example, bilingual movies, music, television channels, telenovelas, sport, rituals, festivals, etc. 6. considering how regional and national perspectives influence the use of language and sense of identity relating to place/country, for example, Catalan or Basque, north or south regions of Chile, sierra versus costa 7. interviewing bilingual peers, family members or guests about the experience of using more than one language, for example, by asking questions, ‘Do you identify more strongly with one language? Do you express yourself differently in each language? Do you feel like the same “you” when speaking each language?’ 8. discussing ways in which learning a different language can lead to new ways of thinking or interpreting experiences, for example, understanding of others’ way of life, empathy for second language learners, breaking down stereotypes or assumptions, developing patience and resilience and the ability to self-reflect 9. analysing texts such as advertisements, brochures, catalogues, graffiti and websites in Spanish that show different representations of culture, reflecting on language use, images and symbols, for example, the slogan pura vida 10. researching heraldry, crests and coats of arms from Spanish-speaking countries and sporting teams, for example, Chile with the crowned Huemul and Condor and motto, ‘Por la razón o la fuerza’, creating their own family or personal crest with symbols and a slogan/motto important to their identity, and writing a descriptive explanation 11. discussing and reflecting on the nature and role of culture and its expression through language, for example, noting own attitudes or understandings about culture, identity and diversity as a result of learning and using Spanish | |