(no-code)

with others using to information in familiar about self and personal worlds

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Elaborations

• exchanging greetings with others using appropriate formal or informal , for example, ¡Buenos días, clase!, Buenas tardes, señor Rodríguez, ¿Cómo está usted? Hola, ¿qué tal Pedro? adiós señora, ¡Hasta luego, amigos!

• 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

• expressing likes, dislikes and preferences using simple 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.

• interviewing others about their families, pets, likes and dislikes, hobbies and leisure time , for example, ¿Tienes hermanos/as? ¿Tienes animales? ¿Qué haces en tu tiempo libre?

• responding to about feelings, for example, ¿Cómo está(s)? ¿Qué tal? Estoy estresada ..., estoy contenta ..., estoy cansado ..., estoy aburrido ...

• conversing with others about routines, events and leisure using 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.

• 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.

Students learn to:

interact with others using modelled language to exchange information in familiar co and personal worlds

(AC9LS8EC01)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Speaking and listening

• Interacting

Social management

• Communication

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Resources

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LS8EC01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.
• critically evaluate ideas and claims made by a speaker
• explains new learning from interacting with others
• appropriately presents an alternative point to the previous speaker
• initiates interactions confidently in group and whole-class discussions
• poses pertinent questions to make connections between a range of ideas
• uses open questions to prompt a speaker to provide more information
• clarifies task goals and negotiates roles in group learning
• monitors discussion to manage digression from the topic
• identifies and articulates the perspective of a speaker, to move a conversation forward
• interacts within school context or the broader community, adjusting language and responses to suit purpose and audience
• synthesises ideas from group discussion into a common theme or hypothesis
• poses problems, hypothesises and formulates questions about abstract ideas in group situations
• restates different views and makes suggestions to negotiate agreement
• poses questions to clarify assumptions made by the speaker
• questions others to evaluate accuracy of thinking or problem-solving processes
• uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")
• interacts strategically and confidently with a broad range of interactional partners
• gives an extended explanation and evaluation of a complex concept, issue or process
• justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation
• uses language strategically to subtly align others to own perspective as appropriate to audience and purpose

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS8EC01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS8EC01

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!

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS8EC01

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

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• apply skills to address factors that influence verbal and non-verbal communication

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS8EC01

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.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• apply skills to address factors that influence verbal and non-verbal communication

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS8EC01

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?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• apply skills to address factors that influence verbal and non-verbal communication

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS8EC01

responding to questions about feelings, for example, ¿Cómo está(s)? ¿Qué tal? Estoy estresada ..., estoy contenta ..., estoy cansado ..., estoy aburrido ...

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• apply skills to address factors that influence verbal and non-verbal communication

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS8EC01

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.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS8EC01

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.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Resource – Spanish language resource

Spanish

Language support resource

The Spanish Language support resource was developed to support teachers as they plan teaching and learning programs to implement the Australian Curriculum: Spanish. It is optional and includes illustrative examples of language and language use.

Introduction

The resource provides suggestions for sequential development in 2 parts:
• Part 1 – language features and structures
• Part 2 – thematic contexts for language use.

The content is presented in 3 broad levels: beginner, intermediate and advanced, and is independent of the year bands and sequences in the curriculum and the time spent on task.

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. For example, if a Year 5 student is learning Spanish for the first time, a teacher can use the cognitive demand of the Years 5 and 6 curriculum achievement standards and content descriptions combined with beginner language features and structures, and/or thematic contexts.

Language features and structures

Part 1 provides language features and structures that are neither exhaustive nor mutually exclusive across the 3 different levels. Beginner, intermediate and advanced levels demonstrate how a particular feature or structure could be developed at different stages of a continuum of second language learning.

Thematic contexts for language use

Part 2 provides examples of thematic contexts for language use at beginner, intermediate and advanced levels. They are designed to give teachers ideas about how to support a progression of learning related to contexts and concepts of language use. Teachers are encouraged to adapt these to allow for student agency and to meet the needs, abilities and interests of their students, using the approaches, methodologies and pedagogies that best suit their students' learning.

Download

AC9LS8EC02

develop to in , routines, tasks and responsibilities related to classroom and interests

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Elaborations

• responding appropriately to commands or requests, for example, escuchen por favor, haz click sobre la imagen del monumento, escoge la palabra correcta

• following and giving instructions, for example, abran el libro, lee la página 20, escuchad, salgan de clase, escribid en los cuadernos

• 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.

• expressing opinions and thoughts using set , 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

• assisting the teacher with classroom routines and duties such as roll call, 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

• developing the use of spontaneous interjections, expressions and to maintain simple such as sí sí, bueno …, vale, vale … ¡Bravo!

• playing games and completing with peers incorporating to share, praise, encourage and take turns, for example, tu turno, ahora te toca a ti, ¡bien hecho!, inténtalo de nuevo

• making a simplified Spanish board game to reinforce learning vocabulary and grammatical points while playing with others, for example, Turista Mundial, Scrabble En Español, Lotería, Mirar y Recordar memory game

• playing a true and false game relating to routines, interests and personal details, in groups or pairs, taking turns to say 3 statements, 2 true and 1 false, with others guessing the information that is false, for example, Me gustan las serpientes. Me despierto a las 6 de la mañana. No desayuno.

Students learn to:

develop language to interact in exchanges, routines, tasks and responsibilities relat and interests

(AC9LS8EC02)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Speaking and listening

• Interacting

Social management

• Communication

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

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Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Resources

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LS8EC02

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

• critically evaluate ideas and claims made by a speaker

• explains new learning from interacting with others

• appropriately presents an alternative point to the previous speaker

• initiates interactions confidently in group and whole-class discussions

• poses pertinent questions to make connections between a range of ideas

• uses open questions to prompt a speaker to provide more information

• clarifies task goals and negotiates roles in group learning

• monitors discussion to manage digression from the topic

• identifies and articulates the perspective of a speaker, to move a conversation forward

• interacts within school context or the broader community, adjusting language and responses to suit purpose and audience

• synthesises ideas from group discussion into a common theme or hypothesis

• poses problems, hypothesises and formulates questions about abstract ideas in group situations

• restates different views and makes suggestions to negotiate agreement

• poses questions to clarify assumptions made by the speaker

• questions others to evaluate accuracy of thinking or problem-solving processes

• uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")

• interacts strategically and confidently with a broad range of interactional partners

• gives an extended explanation and evaluation of a complex concept, issue or process

• justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation

• uses language strategically to subtly align others to own perspective as appropriate to audience and purpose

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS8EC02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• apply skills to address factors that influence verbal and non-verbal communication

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS8EC02

responding appropriately to commands or requests, for example, escuchen por favor, haz click sobre la imagen del monumento, escoge la palabra correcta

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• apply skills to address factors that influence verbal and non-verbal communication

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS8EC02

following and giving instructions, for example, abran el libro, lee la página 20, escuchad, salgan de clase, escribid en los cuadernos

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS8EC02

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.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS8EC02

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

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS8EC02

assisting the teacher with classroom routines and duties such as roll call, 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

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS8EC02

developing the use of spontaneous interjections, expressions and gestures to maintain simple interactions such as sí sí, bueno …, vale, vale … ¡Bravo!

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS8EC02

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

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS8EC02

making a simplified Spanish board game to reinforce learning vocabulary and grammatical points while playing with others, for example, Turista Mundial, Scrabble En Español, Lotería, Mirar y Recordar memory game

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS8EC02

playing a true and false game relating to routines, interests and personal details, in groups or pairs, taking turns to say 3 statements, 2 true and 1 false, with others guessing the information that is false, for example, Me gustan las serpientes. Me despierto a las 6 de la mañana. No desayuno.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

AC9LS8EC03

in non-verbal, spoken and written with peers to organise relating to daily life and school environment

•

•

Elaborations

• working with peers to produce 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

• 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!

• 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

• 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 …?

• emailing, messaging or using secure online applications to chat about plans and daily life experiences using present , for example, El/los lunes juego al tenis, El/los viernes compramos la comida de la semana, El/los domingo/s visitamos a mi familia

Students learn to:

engage in modelled non-verbal, spoken and written exchanges with peers to organi relating to daily life and school environment

(AC9LS8EC03)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Speaking and listening

• Interacting

Social management

• Communication

• Collaboration

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Social management

• Communication

• Collaboration

Futures

• Sustainable futures require individuals to seek information, identify solutions, reflect on and evaluate past actions, and collaborate with and influence others as they work towards a desired change.

Social management

• Communication

• Collaboration

Social management

• Communication

• Collaboration

Social management

• Communication

• Collaboration

Creating and exchanging

• Create, communicate and collaborate

Social management

- Communication
- Collaboration

Resources

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LS8EC03

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.
- critically evaluate ideas and claims made by a speaker
- explains new learning from interacting with others
- appropriately presents an alternative point to the previous speaker
- initiates interactions confidently in group and whole-class discussions
- poses pertinent questions to make connections between a range of ideas
- uses open questions to prompt a speaker to provide more information
- clarifies task goals and negotiates roles in group learning
- monitors discussion to manage digression from the topic
- identifies and articulates the perspective of a speaker, to move a conversation forward
- interacts within school context or the broader community, adjusting language and responses to suit purpose and audience
- synthesises ideas from group discussion into a common theme or hypothesis
- poses problems, hypothesises and formulates questions about abstract ideas in group situations
- restates different views and makes suggestions to negotiate agreement
- poses questions to clarify assumptions made by the speaker
- questions others to evaluate accuracy of thinking or problem-solving processes
- uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")
- interacts strategically and confidently with a broad range of interactional partners
- gives an extended explanation and evaluation of a complex concept, issue or process
- justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation
- uses language strategically to subtly align others to own perspective as appropriate to audience and purpose

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS8EC03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LS8EC03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs

• devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS8EC03

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

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LS8EC03

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

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
• appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
• devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS8EC03

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!

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LS8EC03

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!

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• coordinate contributions of group members, suggesting improvements to ways of working and

collaborative outputs

• appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs

• devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS8EC03

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

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• apply skills to address factors that influence verbal and non-verbal communication

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LS8EC03

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

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs

• appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs

• devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS8EC03

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 …?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• apply skills to address factors that influence verbal and non-verbal communication

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LS8EC03

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 …?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
- devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

Snapshot – Create, communicate and collaborate

Digital Literacy: Creating and exchanging: Create, communicate and collaborate

Content description

AC9LS8EC03

emailing, messaging or using secure online applications to chat about plans and daily life experiences using present tense, for example, El/los lunes juego al tenis, El/los viernes compramos la comida de la semana, El/los domingo/s visitamos a mi familia

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups
- select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups
- select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS8EC03

emailing, messaging or using secure online applications to chat about plans and daily life experiences using present tense, for example, El/los lunes juego al tenis, El/los viernes compramos la comida de la semana, El/los domingo/s visitamos a mi familia

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LS8EC03

emailing, messaging or using secure online applications to chat about plans and daily life experiences using present tense, for example, El/los lunes juego al tenis, El/los viernes compramos la comida de la semana, El/los domingo/s visitamos a mi familia

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
- devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

AC9LS8EC04

locate and information and ideas in familiar spoken, written and , responding in ways appropriate to cultural , and

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Elaborations

• identifying details and key points of information from resources or teacher-created , for example, using weather reports, news/sport reports, real estate descriptions or menus, and deciding which points to incorporate in a new type such as a floor plan or a promo poster for foods from a menu
• 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.
• conducting simple surveys or interviews with others about familiar topics such as pets, likes/dislikes, hobbies, then the results and recording in a graph, table or graphic, for example, Siete personas en la clase tienen gato, 90% tiene perros
• to, or viewing First Nations Australian stories in English and responding to them in spoken or written Spanish
• identifying key points of information in short spoken or recorded such as phone messages, announcements or television advertisements, and transposing them to note form for own reference or to to others
• identifying and describing and events in a movie, story or comic such as Manolito Gafotas , by responding to structured , 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?
• 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.
• locating specific information about a person, place or event, describing ¿Quién? ¿Qué? , events ¿Qué pasa? ¿Cuándo? , settings ¿Dónde? , and key ideas ¿Por qué? , and establishing sequence, for example, primero … luego … después … por fin/finalmente …

Students learn to:

locate and process information and ideas in familiar spoken, written and multimoda responding in ways appropriate to cultural context, purpose and audience

(AC9LS8EC04)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Navigating intercultural contexts

• Adapt in intercultural exchanges

Reading and viewing

• Understanding texts

Speaking and listening

• Listening

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

People

• The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Managing and operating

• Select and operate tools

Inquiring

• Identify, process and evaluate information

Resources

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LS8EC04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity

• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding

• apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9LS8EC04

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Comprehension

• reads and views complex texts (see Text complexity)

• identifies the main themes or concepts in complex texts by synthesising key ideas or information

• summarises the text, identifying key details only

• draws inferences, synthesising clues and evidence across a text

• builds meaning by actively linking ideas from a number of texts or a range of digital sources

• distils information from a number of texts according to task and purpose (e.g. uses graphic organisers)

• identifies different interpretations of the text citing evidence from a text

• evaluates language features for relevance to purpose and audience

• analyses texts that have more than one purpose and explains how parts of the text support a particular purpose

• analyses the use of language appropriate to different types of texts (e.g. compare the use of pun in imaginative and persuasive texts)

• identifies techniques used to obscure author's purpose (e.g. inclusion or omission of content)

Processes

• uses processes such as predicting, confirming predictions, monitoring, and connecting relevant elements of the text to build or repair meaning

• uses knowledge of a broader range of cohesive devices to track meaning (e.g. word associations) (see Grammar)

• selects reading or viewing strategies appropriate to reading purpose (e.g. scans text for evidence)

• judiciously selects texts for learning area tasks and purposes

Vocabulary

• identifies language used to create tone or atmosphere

• analyses language and visual features in texts using metalanguage (e.g. cohesion, interpretation, figurative)

• applies knowledge of base words and word origins to understand the meaning of unfamiliar,

discipline-specific words
• uses a range of context and grammatical cues to understand unfamiliar words
• interprets complex figurative language (e.g. euphemisms, hyperbole)

Comprehension
• reads and views complex or some highly complex texts (see Text complexity)
• interprets abstract concepts integrating complex ideas
• analyses how language features are used to support the point of view in a text (e.g. the strategic use of images such as a cartoon in an editorial)
• draws inferences using evidence from the text and discounting possible inferences that are not supported by the text
• applies and articulates criteria to evaluate the language structures and features for relevance to purpose and audience
• evaluates the reasoning and evidence in a persuasive text
• explains how context (e.g. time, place, situation) influences interpretations of a text
• analyses the author's perspectives in complex or some highly complex texts
• analyses the techniques authors use to position readers
• recognises when ideas or evidence have been omitted from a text to position the reader

Processes
• automatically integrates a range of processes such as predicting, confirming predictions, monitoring and connecting relevant elements of the text, to build meaning
• describes how sophisticated cohesive devices establish patterns of meaning (e.g. "class" – "subclass")
• navigates extended texts including complex digital texts

Vocabulary
• demonstrates an understanding of nuances and subtleties in words of similar meaning (e.g. "frustrated", "discouraged", "baffled")
• verifies interpretations of unfamiliar words using grammatical and contextual cues

Comprehension
• reads and views highly complex texts (see Text complexity)
• interprets symbolism in texts, providing evidence to justify interpretation
• judiciously selects and synthesises evidence from multiple texts to support ideas and arguments
• analyses the credibility and validity of primary and secondary sources
• evaluates the use of devices such as analogy, irony, rhetoric and satire, and how they contribute to an author's individual style
• analyses the cumulative impact of use of language features and vocabulary across texts
• explains assumptions, beliefs and implicit values in texts (e.g. "economic growth is always desirable")
• evaluates the social, moral and ethical positions taken in texts

Processes
• strategically adjusts the processes of reading and viewing to build meaning according to the demands of tasks and texts
• identifies subtle contradictions and inconsistencies in texts

Vocabulary
• interprets complex, formal and impersonal language in academic texts
• uses lexical cues to interpret unfamiliar vocabulary
• demonstrates self-reliance in exploration and application of word learning strategies

Snapshot – Listening

Literacy: Speaking and listening: Listening

Content description
AC9LS8EC04

Learning progression extract
The following learning progression extract shows the alignment of the learning progression with this content.
• responds to moderately complex texts (see Text complexity)
• responds to texts with unfamiliar content

- identifies main ideas of a spoken text using supporting details
- identifies purpose and intended audience of a spoken text
- infers layered meaning from texts (e.g. musical overlay that creates mood)
- asks relevant questions to extend understanding
- describes language and audio features of the text
- responds to complex texts (see Text complexity)
- identifies and analyses how spoken language is used for different effects
- explains the use of intonation, pausing, rhythm and phrasing to give emphasis and weight to ideas
- selects appropriate listening strategies for planned and unplanned situations (e.g. records and organises information from a text in a table or with detailed notes)
- explains how vocabulary is used for impact on the target audience
- responds to highly complex texts (see Text complexity)
- identifies and paraphrases key points of a speaker's arguments
- describes how listening skills should be applied, according to purpose
- evaluates strategies used by the speaker to elicit emotional responses
- explains any shift in direction, line of argument or purpose made by the speaker
- adopts and re-uses complex abstractions heard in texts
- explains how speakers' language can be inclusive or alienating (e.g. a speaker using language which is only readily understood by certain user groups such as teenagers or people involved in particular pastimes)

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9LS8EC04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9LS8EC04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
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- compare information and opinion that can be verified against claims based on personal preference
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9LS8EC04

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

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and examine relevant information and opinion from a range of sources, including visual
information and digital sources
• compare information and opinion that can be verified against claims based on personal preference
• identify and clarify significant information and opinion from a range of sources, including visual
information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
• identify and clarify significant information and opinion from a range of sources, including visual
information and digital sources
• evaluate the information selected to determine bias and reliability

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informatic

Content description

AC9LS8EC04

Continuum extract

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• identify and examine relevant information and opinion from a range of sources, including visual
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information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
• identify and clarify significant information and opinion from a range of sources, including visual
information and digital sources
• evaluate the information selected to determine bias and reliability

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9LS8EC04

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?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and examine relevant information and opinion from a range of sources, including visual
information and digital sources
• compare information and opinion that can be verified against claims based on personal preference
• identify and clarify significant information and opinion from a range of sources, including visual
information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
• identify and clarify significant information and opinion from a range of sources, including visual
information and digital sources
• evaluate the information selected to determine bias and reliability

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9LS8EC04

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.
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the information selected to determine bias and reliability

Snapshot – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9LS8EC04

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.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and use the core features of digital tools to efficiently complete tasks
• troubleshoot basic problems and identify repetitive tasks to automate
• select and use the advanced or unfamiliar features of digital tools to efficiently complete tasks
• troubleshoot common problems and automate repetitive tasks
• select and operate advanced and emerging digital tools confidently
• troubleshoot common problems systematically and seek to improve efficiency by developing new skills

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informatio

Content description

AC9LS8EC04

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 …

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the information selected to determine bias and reliability

AC9LS8EC05

develop and begin to apply strategies to interpret, and meaning in Spanish in familiar

•
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Elaborations

• translating short 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 , for example, the Spanish use of impersonal se in signs compared with the English use of imperatives, for example, se prohibe fumar

• using print and online dictionaries to assist in the of simple , noticing that some are pronounced or written the same way but may have different meanings, for example, ay/hay, cien/sien, hola/ola

• recognising and the possibility of encountering 'false friends' when translating between Spanish and English, for example, carpet/ folder, contester /answer, deporte /sport, pie /foot, and that these may hinder or misunderstanding and confusion

• identifying Spanish/English patterns that can be used to meaning or obtain gist, for example, in endings, / , and similar

• developing techniques to infer meaning of unfamiliar vocabulary and structures in a , for example, highlighting known and unknown in different colours and discussing strategies to meaning or fill gaps without relying on a translator

• understanding the distinction between literal and non-literal , and identifying expressions in Spanish or English that may make no sense when translated literally into the other , for example, pasarlo bomba, tomar el pelo, meter la pata , 'she'll be right', 'a piece of cake'

• recognising that abbreviations are used in both Spanish and English , for example, tq=te quiero, pq=porque , CU=See you, LOL= jajaja , and considering the use and effects of abbreviations for a range of

• observing live or recorded Spanish in different , and recognising that beyond spoken , including , , levels of politeness and

• noticing variations in use based on the age, gender and social relationships of speakers and the and of , for example, selecting appropriate greetings and terms of for people of different ages or status, Hola, ¿qué tal, Diana? Buenas tardes, Señor Méndez, Diga, ¿quién llama?

Students learn to:

develop and begin to apply strategies to interpret, translate and convey meaning in familiar contexts

(AC9LS8EC05)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Navigating intercultural contexts

• Adapt in intercultural exchanges

Reading and viewing

• Understanding texts

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Navigating intercultural contexts

• Adapt in intercultural exchanges

Analysing

• Interpret concepts and problems

Managing and operating

• Select and operate tools

Analysing

• Interpret concepts and problems

Analysing

• Interpret concepts and problems

Analysing

• Interpret concepts and problems

Navigating intercultural contexts

• Adapt in intercultural exchanges

Analysing

• Interpret concepts and problems

Navigating intercultural contexts

• Adapt in intercultural exchanges

Navigating intercultural contexts

• Adapt in intercultural exchanges

Resources

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LS8EC05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity

• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding

• apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9LS8EC05

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Comprehension

• reads and views complex texts (see Text complexity)

• identifies the main themes or concepts in complex texts by synthesising key ideas or information

• summarises the text, identifying key details only

• draws inferences, synthesising clues and evidence across a text

• builds meaning by actively linking ideas from a number of texts or a range of digital sources

• distils information from a number of texts according to task and purpose (e.g. uses graphic organisers)

• identifies different interpretations of the text citing evidence from a text

• evaluates language features for relevance to purpose and audience

• analyses texts that have more than one purpose and explains how parts of the text support a particular purpose

• analyses the use of language appropriate to different types of texts (e.g. compare the use of pun in imaginative and persuasive texts)

• identifies techniques used to obscure author's purpose (e.g. inclusion or omission of content)

Processes

• uses processes such as predicting, confirming predictions, monitoring, and connecting relevant elements of the text to build or repair meaning

• uses knowledge of a broader range of cohesive devices to track meaning (e.g. word associations) (see Grammar)

• selects reading or viewing strategies appropriate to reading purpose (e.g. scans text for evidence)

• judiciously selects texts for learning area tasks and purposes

Vocabulary

• identifies language used to create tone or atmosphere

• analyses language and visual features in texts using metalanguage (e.g. cohesion, interpretation, figurative)

• applies knowledge of base words and word origins to understand the meaning of unfamiliar, discipline-specific words

• uses a range of context and grammatical cues to understand unfamiliar words

• interprets complex figurative language (e.g. euphemisms, hyperbole)

Comprehension

• reads and views complex or some highly complex texts (see Text complexity)
• interprets abstract concepts integrating complex ideas
• analyses how language features are used to support the point of view in a text (e.g. the strategic use of images such as a cartoon in an editorial)
• draws inferences using evidence from the text and discounting possible inferences that are not supported by the text
• applies and articulates criteria to evaluate the language structures and features for relevance to purpose and audience
• evaluates the reasoning and evidence in a persuasive text
• explains how context (e.g. time, place, situation) influences interpretations of a text
• analyses the author's perspectives in complex or some highly complex texts
• analyses the techniques authors use to position readers
• recognises when ideas or evidence have been omitted from a text to position the reader

Processes

• automatically integrates a range of processes such as predicting, confirming predictions, monitoring and connecting relevant elements of the text, to build meaning
• describes how sophisticated cohesive devices establish patterns of meaning (e.g. "class" – "subclass")
• navigates extended texts including complex digital texts

Vocabulary

• demonstrates an understanding of nuances and subtleties in words of similar meaning (e.g. "frustrated", "discouraged", "baffled")
• verifies interpretations of unfamiliar words using grammatical and contextual cues

Comprehension

• reads and views highly complex texts (see Text complexity)
• interprets symbolism in texts, providing evidence to justify interpretation
• judiciously selects and synthesises evidence from multiple texts to support ideas and arguments
• analyses the credibility and validity of primary and secondary sources
• evaluates the use of devices such as analogy, irony, rhetoric and satire, and how they contribute to an author's individual style
• analyses the cumulative impact of use of language features and vocabulary across texts
• explains assumptions, beliefs and implicit values in texts (e.g. "economic growth is always desirable")
• evaluates the social, moral and ethical positions taken in texts

Processes

• strategically adjusts the processes of reading and viewing to build meaning according to the demands of tasks and texts
• identifies subtle contradictions and inconsistencies in texts

Vocabulary

• interprets complex, formal and impersonal language in academic texts
• uses lexical cues to interpret unfamiliar vocabulary
• demonstrates self-reliance in exploration and application of word learning strategies

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LS8EC05

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

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity
• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that

develop mutual understanding
• apply learning to the challenges and benefits of interacting in a culturally diverse society,
adapting thinking and behaviour to develop mutual understanding

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LS8EC05

using print and online 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

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant and significant aspects of a concept or problem, understanding that
approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements
necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to
context

Snapshot – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9LS8EC05

using print and online 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

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and use the core features of digital tools to efficiently complete tasks
• troubleshoot basic problems and identify repetitive tasks to automate
• select and use the advanced or unfamiliar features of digital tools to efficiently complete tasks
• troubleshoot common problems and automate repetitive tasks
• select and operate advanced and emerging digital tools confidently
• troubleshoot common problems systematically and seek to improve efficiency by developing new
skills

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LS8EC05

recognising cognates and the possibility of encountering 'false friends' when translating between
Spanish and English, for example, carpet/ folder, contester /answer, deporte /sport, pie /foot, and
that these may hinder translation or create misunderstanding and confusion

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant and significant aspects of a concept or problem, understanding that
approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements
necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to
context

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LS8EC05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LS8EC05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LS8EC05
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'

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity
• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
• apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LS8EC05
recognising that abbreviations are used in both Spanish and English 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

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LS8EC05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity
• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
• apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LS8EC05

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?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity
• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
• apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

AC9LS8EC06

spoken, written and , informative and imaginative using appropriate vocabulary, expressions, grammatical structures, and some textual

•

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Elaborations

• 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.
• 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?
• producing informative that combine print, digital or visual elements for specific , for example, creating a brochure or video about their school or community for a Spanish-speaking , 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 …
• creating a print or digital poster in Spanish to promote travel to a significant cultural location on a First Nations , including what to see and do
• creating resources such as posters or displays to awareness of relevant issues, for example, the environment, la basura a la papelera ; use of technology, respeta online/en línea ; and school etiquette, camina por la izquierda
• a story by 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 …
• creating , situations or events in a range of designed to entertain others, such as a short , 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
• the first part of a short , and exchanging with a peer to the next section, repeating until the is complete and aloud, or folding the paper so the next person cannot see what was previously written to a funny story, for example, Es martes por la tarde y …, Las dos chicas están en el colegio …
• planning and presenting a for non-Spanish speakers, with and explanatory commentary

create spoken, written and multimodal, informative and imaginative texts using app vocabulary, expressions, grammatical structures, and some textual conventions

(AC9LS8EC06)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Creating and exchanging

• Create, communicate and collaborate

Speaking and listening

• Speaking

Writing

• Creating texts
• Creating texts

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Social management

• Communication

Social management

• Communication

Creating and exchanging

• Create, communicate and collaborate

Social management

• Communication

Country/Place

• First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.

Social management

• Communication

Futures

• Sustainable futures require individuals to seek information, identify solutions, reflect on and evaluate past actions, and collaborate with and influence others as they work towards a desired change.

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Resources
Work Samples

Snapshot – Create, communicate and collaborate

Digital Literacy: Creating and exchanging: Create, communicate and collaborate

Content description

AC9LS8EC06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• select and control a variety of features in appropriate digital tools to create content and

communicate and collaborate with trusted groups
• select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups
• select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9LS8EC06

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Crafting ideas

• creates spoken texts responsive to audience and a broad range of learning area topics, clearly articulating words and ideas
• organises more complex ideas or concepts logically, selecting details to accentuate key points
• speaks audibly and coherently to a less familiar audience for a sustained period
• shows increasing awareness of audience by moderating length, content and delivery of spoken texts
• adjusts register according to purpose and audience
• does research to prepare spoken texts
• uses a range of technology, and audio and visual resources to engage audience and enhance content

Vocabulary

• varies vocabulary to add interest and to describe with greater precision (e.g. uses topic-specific noun groups/phrases such as "exploitation of resources") (see Grammar)
• uses language creatively (e.g. "the moon shines bravely")
• uses sensory vocabulary to engage the audience (e.g. "a gasp of dismay")
• uses technical vocabulary to demonstrate topic knowledge (e.g. "deforestation")
• consistently uses a range of synonyms to add variety and precision to spoken text
• uses abstractions (e.g. "freedom", "fairness")

Crafting ideas

• creates spoken texts which explore and interpret concepts drawn from research or learning area content
• selects voice appropriate to purpose (e.g. third person to create distance and authority or first person to achieve personal connection)
• develops complex ideas or a central theme across a spoken text
• uses language features according to purpose, to impact the audience (e.g. uses more complex connectives such as "consequently", "accordingly" to explain)
• rephrases or clarifies to repair or refine meaning
• uses language structures and features appropriate to learning area content
• uses technologies and visual and audio resources to enhance meaning and effect in presentations

Vocabulary

• selects vocabulary to intensify and sharpen the focus (e.g. "scarcely", "absolutely", "real", "simply")
• uses a range of evaluative language to express opinions or convey emotion (e.g. "significant benefits", "devastating consequences")
• uses a range of emotive language appropriate to topic, purpose and audience
• uses rich, evocative, descriptive language
• uses figurative language (e.g. "hungry for success")

Crafting ideas

• creates complex and creative spoken texts which analyse and evaluate issues drawn from research or learning area content
• includes a range of alternative viewpoints in spoken texts, where appropriate
• controls and manipulates a sophisticated range of language features to affect the audience
• uses a range of rhetorical devices and humour to engage an audience
• references and quotes authorities or statistics to add authority (e.g. "according to a recent OECD

report")
- delivers spoken text flexibly, allowing for questions and maintaining the flow of ideas

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9LS8EC06

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Crafting ideas

- creates informative texts that describe, explain and document (e.g. describe an artwork, document the materials and explain why it was created)
- selects structural elements to comprehensively and accurately represent the information (e.g. a fact sheet includes an opening statement, labelled diagrams and text boxes)
- orients the reader to the topic or concept using a definition or classification
- develops ideas with details and examples
- uses ideas derived from research
- uses written and visual supporting evidence

Text forms and features

- uses cohesive devices to link concepts across texts (e.g. uses lexical cohesion such as word associations and synonyms)
- uses cohesive devices to express cause and effect (e.g. uses text connectives such as "therefore", "subsequently")
- includes salient visual and audio features to expand on written information (e.g. creates graphs and other technical diagrams from authentic data)
- uses language to compare (e.g. "alternatively", "whereas")
- uses formatting appropriately to reference and label graphics

Vocabulary

- uses a range of learnt, technical and discipline-specific terms (e.g. "adapt", "survive")
- uses more sophisticated words to express cause and effect (e.g. "therefore", "subsequently")

Crafting ideas

- creates informative texts to explain and analyse (e.g. analyses how artists use visual conventions in artworks)
- creates texts to compare and contrast phenomena (e.g. identify the similarities and differences between species of animals)
- orients the reader clearly to the topic or concept (e.g. using a definition or classification in the opening paragraph)
- intentionally selects structural elements for effect (e.g. includes an effective conclusion that synthesises complex ideas)
- uses evidence and research including digital resources to expand upon information and elaborate concepts

Text forms and features

- varies sentence structure for effect (see Grammar)
- judiciously uses language, visual and audio features to emotionally or intellectually affect the reader
- uses more elaborate noun groups/phrases that include classifying adjectives and specific nouns (e.g. "mineral component of sedimentary rocks")
- creates cohesive flow by condensing previous information into a summarising noun (e.g. "A series of tumultuous events culminated in the outbreak of WWI - modern history's turning point.")
- uses passive voice and nominalisation to write succinctly (e.g. "the results were analysed") (see Grammar)

Vocabulary

- uses discipline-specific terminology to provide accurate and explicit information (e.g. "discipline metalanguage")
- uses a range of synonyms for frequently occurring words, in a longer text (e.g. "repair", "fix",

"remedy")

• uses vocabulary to indicate and describe relationships (e.g. "additionally", "similarly")

Crafting ideas

• creates sustained, informative texts that precisely explain, analyse and evaluate concepts or abstract entities

• uses structural features flexibly to organise ideas strategically (e.g. includes a defined, cogent conclusion or summation)

• creates texts with forms and features combined strategically for purpose (e.g. describes a historical event from the perspective of a secondary source)

• uses evidence and references

• creates succinct short-answer explanatory texts as well as complex, multi-staged extended texts

Text forms and features

• maintains tone appropriate to the audience

• uses extended noun groups/phrases including adjectival phrases (e.g. "a sturdy construction with modern design features") (see Grammar)

Vocabulary

• uses complex abstractions (e.g. "economic", "sociocultural")

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9LS8EC06

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Crafting ideas

• creates imaginative texts that experiment with textual features (e.g. reinterprets or creates alternative versions of songs or stories)

• selects structural elements to suit the purpose (e.g. uses a series of events to build a complication, includes an ending that resolves the complication)

• uses ideas that support a less familiar underpinning theme or concept (e.g. survival or heroism)

• uses actions and events to develop the character

• orients the reader to the imaginary premise (e.g. character/s and situation and may pre-empt the conclusion)

• creates a cohesive text by integrating narrative elements (e.g. character, setting and events)

Text forms and features

• uses cohesive devices to develop ideas across the text (e.g. uses lexical cohesion such as word associations and synonyms

• includes salient visual and audio features to enhance the text

• intentionally tightens a text by leaving out words that can be readily inferred from the context (e.g. "Kokou must be hungry. But he was not [hungry].")

• selects a point of view appropriate to the purpose and audience

• uses figurative devices such as personification and metaphor (e.g. "the fairy lights danced along the street")

Vocabulary

• uses vivid and less predictable vocabulary to affect the reader (e.g. "stroll", "prowl" for "walk")

• uses words to create imagery (e.g. "the wind whistled and swirled around her")

• uses vocabulary to evoke humour (e.g. pun)

Crafting ideas

• creates imaginative texts with less predictable features to emotionally and intellectually engage the reader (e.g. writes to convey character perspective)

• includes relevant, rich, evocative description

• uses literary techniques such as dialogue and vivid description, to carry the plot, develop character and create a sense of place and atmosphere

• intentionally selects structural features (e.g. includes an unpredictable ending or circular plot)

• generates, selects and crafts ideas to support a theme
• selects text form or type to effectively support ideas (e.g. adventure story, short video which provides a fictional representation of a real event)

Text forms and features

• uses language features to engage reader (e.g. uses sensory imagery to build atmosphere)
• uses a range of figurative devices to effectively impact the reader (e.g. well-crafted metaphor)
• includes visual and audio resources to evoke mood or atmosphere of text
• varies sentence structure for effect (see Grammar)

Vocabulary

• uses words that create connotations (e.g. "startled", "dismayed")
• uses language that evokes an emotional response (e.g. "a piercing scream echoed through the valley")

Crafting ideas

• creates sustained texts that develop more abstract themes or concepts in imaginative ways
• uses structural features flexibly to organise ideas strategically (e.g. deliberate repetition to reinforce a point or create a rhythmic flow)
• develops an imaginative text around a theme or social issue

Text forms and features

• uses stylistic features for effect (e.g. narrates from an omniscient point of view)
• uses recurring imagery for cohesion
• uses language to create humour (e.g. irony, satire)
• uses complementary noun and verb groups (e.g. "Through narrowed eyes she scrutinised the haggard face.") (see Grammar)

Vocabulary

• uses vocabulary for precision (e.g. "shrouded" for "covered")
• uses figurative language to create subtle and complex meaning (e.g. "offering a silent prayer to the deaf sky")

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS8EC06

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.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS8EC06

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?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Create, communicate and collaborate

Digital Literacy: Creating and exchanging: Create, communicate and collaborate

Content description

AC9LS8EC06

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 …

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups
• select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups
• select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS8EC06

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 …

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS8EC06

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/en línea ; and school etiquette, camina por la izquierda

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS8EC06

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 …

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS8EC06

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

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS8EC06

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 …

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS8EC06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

AC9LS8EU01

recognise and use features of the Spanish sound system, including , , , and , and demonstrate understanding of how these are represented in familiar

•
•

Elaborations

• recognising that many of the letters of Spanish and English have the same sounds, with some exceptions and additions, such as ñ
• understanding that in Spanish there is only one sound for each
• recognising and practising the different Spanish and sounds through simple , for example, silent h, j, g, x , and ll
• spelling their name aloud in Spanish, for example, M-a-r-t-í-n /eme-a-erre-te-i-ene
• recognising variations in required to form statements, and exclamations, for example, Eres de Australia ¿Eres de Australia? ¡Eres de Australia!
• to statements, exclamations and read aloud, using and transcribing what they hear with appropriate exclamation or marks where relevant, for example, ¡Comes mucho! ¿Comes mucho?
• using own phonetic notes to help their and , for example, Vi series y pelis /bee seh-ree-ehs i

peh-lees/, inglés /in- glehs/

• applying rules to common tongue twisters such as Tres tristes tigres tragaban trigo en un trigal.

Students learn to:

recognise and use features of the Spanish sound system, including pitch, rhythm, s pronunciation and intonation, and demonstrate understanding of how these are rep contexts

(AC9LS8EU01)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Speaking and listening

• Speaking

Social management

• Communication

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Resources

Work Samples

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9LS8EU01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Crafting ideas

• creates spoken texts responsive to audience and a broad range of learning area topics, clearly articulating words and ideas

• organises more complex ideas or concepts logically, selecting details to accentuate key points

• speaks audibly and coherently to a less familiar audience for a sustained period

• shows increasing awareness of audience by moderating length, content and delivery of spoken texts

• adjusts register according to purpose and audience

• does research to prepare spoken texts

• uses a range of technology, and audio and visual resources to engage audience and enhance content

Vocabulary

• varies vocabulary to add interest and to describe with greater precision (e.g. uses topic-specific noun groups/phrases such as "exploitation of resources") (see Grammar)

• uses language creatively (e.g. "the moon shines bravely")

• uses sensory vocabulary to engage the audience (e.g. "a gasp of dismay")

• uses technical vocabulary to demonstrate topic knowledge (e.g. "deforestation")

• consistently uses a range of synonyms to add variety and precision to spoken text

• uses abstractions (e.g. "freedom", "fairness")

Crafting ideas

• creates spoken texts which explore and interpret concepts drawn from research or learning area content

• selects voice appropriate to purpose (e.g. third person to create distance and authority or first person to achieve personal connection)

• develops complex ideas or a central theme across a spoken text

• uses language features according to purpose, to impact the audience (e.g. uses more complex connectives such as "consequently", "accordingly" to explain)

• rephrases or clarifies to repair or refine meaning

• uses language structures and features appropriate to learning area content

• uses technologies and visual and audio resources to enhance meaning and effect in presentations

Vocabulary

• selects vocabulary to intensify and sharpen the focus (e.g. "scarcely", "absolutely", "real", "simply")

• uses a range of evaluative language to express opinions or convey emotion (e.g. "significant benefits", "devastating consequences")

• uses a range of emotive language appropriate to topic, purpose and audience

• uses rich, evocative, descriptive language

• uses figurative language (e.g. "hungry for success")

Crafting ideas

• creates complex and creative spoken texts which analyse and evaluate issues drawn from research or learning area content

• includes a range of alternative viewpoints in spoken texts, where appropriate

• controls and manipulates a sophisticated range of language features to affect the audience

• uses a range of rhetorical devices and humour to engage an audience

• references and quotes authorities or statistics to add authority (e.g. "according to a recent OECD report")

• delivers spoken text flexibly, allowing for questions and maintaining the flow of ideas

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS8EU01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• apply skills to address factors that influence verbal and non-verbal communication

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS8EU01

recognising that many of the letters of Spanish and English have the same sounds, with some exceptions and additions, such as ñ

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• apply skills to address factors that influence verbal and non-verbal communication

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS8EU01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS8EU01

recognising and practising the different Spanish vowel and consonant sounds through simple rhymes, for example, silent h, j, g, x , and ll

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS8EU01

spelling their name aloud in Spanish, for example, M-a-r-t-í-n /eme-a-erre-te-i-ene

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS8EU01

recognising variations in intonation required to form statements, questions and exclamations, for example, Eres de Australia ¿Eres de Australia? ¡Eres de Australia!

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS8EU01

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?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS8EU01
using own phonetic notes to help their pronunciation and intonation, for example, Vi series y pelis /bee seh-ree-ehs i peh-lees/, inglés /in- glehs/

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS8EU01
applying pronunciation rules to common tongue twisters such as Tres tristes tigres tragaban trigo en un trigal.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Resource – Spanish language resource

Spanish

Language support resource

The Spanish Language support resource was developed to support teachers as they plan teaching and learning programs to implement the Australian Curriculum: Spanish. It is optional and includes illustrative examples of language and language use.
Introduction
The resource provides suggestions for sequential development in 2 parts:
• Part 1 – language features and structures
• Part 2 – thematic contexts for language use.
The content is presented in 3 broad levels: beginner, intermediate and advanced, and is independent of the year bands and sequences in the curriculum and the time spent on task.

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. For example, if a Year 5 student is learning Spanish for the first time, a teacher can use the cognitive demand of the Years 5 and 6 curriculum achievement standards and content descriptions combined with beginner language features and structures, and/or thematic contexts.
Language features and structures
Part 1 provides language features and structures that are neither exhaustive nor mutually exclusive

across the 3 different levels. Beginner, intermediate and advanced levels demonstrate how a particular feature or structure could be developed at different stages of a continuum of second language learning.
Thematic contexts for language use
Part 2 provides examples of thematic contexts for language use at beginner, intermediate and advanced levels. They are designed to give teachers ideas about how to support a progression of learning related to contexts and concepts of language use. Teachers are encouraged to adapt these to allow for student agency and to meet the needs, abilities and interests of their students, using the approaches, methodologies and pedagogies that best suit their students' learning.
Download

AC9LS8EU02

develop knowledge of, and use structures and features of, the Spanish grammatical and systems to understand and spoken, written and

•

•

Elaborations
• recognising that Spanish has 22 and 5
• noticing and applying the different rules of capitalisation in Spanish and English, for example, lunes, marzo, matemáticas
• identifying and applying graphic symbols, such as ñ, tildes, ¿…? ¡…! on keyboards and in systems
• understanding and applying grammatical gender rules such as o and a at the end of , and common exceptions, for example, mano (feminine), día (masculine)
• developing awareness of additional gender patterns in endings, for example, el/la -ista, el/la -ante, la -ción, la -dad, el -or, el -aje, el -ero/la -era
• using appropriate definite and indefinite that agree in gender and number to , 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
• understanding that and possessives agree in number and gender with , paying attention to 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 nuevo/s
• 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
• understanding the form and function of yo, tú, vos, él, ella, usted, nosotros/as, vosotros/as, ellos/as, ustedes , and how they determine 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
• understanding and using the 3 conjugations for the present of regular -ar/-er/-ir , and commonly used irregular , for example, ser, estar, tener, ir
• recognising that there are multiple versions of the 'to be' in Spanish such as 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)
• using conjugations in affirmative, negative and interrogative forms, for example, ¿Cuál es tu nacionalidad? Soy china-australiana ¿Y tú, qué idiomas hablas? Yo no hablo chino, pero hablo inglés y español.
• seeking information using interrogatives, for example, ¿qué ...? ¿cómo ...? ¿cuándo ...? ¿quién ...? ¿dónde ...? ¿cuántos/as ...? ¿por qué ...? ¿cuál ...?
• using of place, for example, está entre los árboles , and the al (a + el) and del (de + el) , such as está al lado del patio
• linking ideas using , for example, y (e), o(u), pero, porque
• recognising the functions of elements such as and , and their importance in building and changing meaning, for example, repasar, repaso, casa, casita, caserón, casero, jugar, un juego, jugador
Students learn to:

develop knowledge of, and use structures and features of, the Spanish grammatical
systems to understand and create spoken, written and multimodal texts

(AC9LS8EU02)
General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Writing

• Grammar

Social management

• Communication

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

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• Communication

Social management

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Social management

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Social management

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Social management

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Social management

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Social management

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Social management

• Communication

Social management

• Communication

Social management

• Communication

Resources

Work Samples

Snapshot – Grammar

Literacy: Writing: Grammar

Content description

AC9LS8EU02

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Grammatical accuracy

• makes few grammatical errors, such as inappropriate tense selections or lack of agreement between subject and verb

Group and word level

• uses an extended range of verbs and verb groups for a particular effect (e.g. characterisation - "howls", "was trembling"; and expressing causality – "results in")

• adjusts tense in a text if required (e.g. uses simple present tense to represent "timeless" happenings (e.g. "bears hibernate in winter") and uses continuous present tense when referring to an ongoing event (e.g. "bears are becoming extinct")

• creates elaborated noun groups to build richer description by extending the noun group/phrase (e.g. "that naughty, little cattle dog, with the crooked tail, that ran away last week")

• uses possessive pronouns (e.g. "his", "hers", "theirs") and relative pronouns (e.g. "who", "which", "whom")

• uses adverbials to represent a greater range of circumstances (e.g. time – "subsequently"; place – "in their environment"; manner – "excitedly"; reason – "due to several factors")

Sentence level

• selects simple, compound and complex sentences to express and connect ideas, occasionally manipulating the structure for emphasis, clarity or effect

• uses subordinating conjunctions (e.g. "even though" in "Even though a storm was predicted, the search and rescue mission still went ahead.")

Whole text level

• uses cohesive devices to alert the reader about how the text is unfolding (e.g. foreshadowing the key points at the beginning, reinforcing the key points with topic sentences, and linking back to key points in the conclusion)

Grammatical accuracy

• writes well-structured texts, rarely making grammatical errors

Group and word level

• presents elaborated verb groups that capture nuances and complex expressions of time and probability (e.g. "he was thought to have been arriving late"; "the errors could be attributed to faulty equipment")

• selects from succinct noun groups/phrases through to highly elaborated noun groups/phrases for effect, clarity or complexity of description

• uses nominalisations to create concise noun groups/phrases

• intentionally uses a wide array of adverbials to represent a greater variety of circumstances (e.g. "with whom?" "to what extent?" "how much?" "in what role?" "by what means?" "in what manner?" "compared to what?")

• maintains subject-verb agreement in complex sentences

Sentence level

• crafts both compact and lengthy sentences with challenging structures, such as embedded/relative clauses, non-finite clauses, interrupting clauses, nominalisations, passive voice

• makes more sophisticated connections between ideas by creating complex sentences expressing relationships of cause, reason, concession

Whole text level

• uses a wide range of cohesive devices such as text connectives that link sentences and paragraphs, and patterns of meaning (e.g. part–whole, class–subclass, compare–contrast, cause and effect)

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS8EU02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• apply skills to address factors that influence verbal and non-verbal communication

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS8EU02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS8EU02

noticing and applying the different rules of capitalisation in Spanish and English, for example, lunes, marzo, matemáticas

Continuum extract

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS8EU02

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS8EU02

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)

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
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• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS8EU02

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

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• apply skills to address factors that influence verbal and non-verbal communication

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS8EU02

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

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

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• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS8EU02

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 nuevo/s

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

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• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS8EU02

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

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• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS8EU02

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

Continuum extract

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- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS8EU02

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

Continuum extract

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS8EU02

recognising that there are multiple versions of the verb 'to be' in Spanish such as 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)

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
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- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS8EU02

using verb conjugations in affirmative, negative and interrogative forms, for example, ¿Cuál es tu nacionalidad? Soy china-australiana ¿Y tú, qué idiomas hablas? Yo no hablo chino, pero hablo inglés y español.

Continuum extract

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- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS8EU02

seeking information using interrogatives, for example, ¿qué ...? ¿cómo ...? ¿cuándo ...? ¿quién ...? ¿dónde ...? ¿cuántos/as ...? ¿por qué ...? ¿cuál ...?

Continuum extract

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• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS8EU02

using prepositions of place, for example, está entre los árboles , and the contractions al (a + el) and del (de + el) , such as está al lado del patio

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS8EU02

linking ideas using connectives, for example, y (e), o(u), pero, porque

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS8EU02

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

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

AC9LS8EU03

compare Spanish and features with English, using familiar

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Elaborations

• developing awareness that different are used in Spanish and English for certain expressions, for example, tengo 12 años (I am 12 years old) ¿tienes hambre? (Are you hungry?) Hace frío (It is cold)
• identifying do/does as an interrogative/negative auxiliary in English and how it 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
• understanding the difference in expressing decimal points in Spanish and English, for example, $2,000 (2.000€) and 1.75m (1,75m) height; observing that in some English-speaking countries the imperial system is an alternative to the decimal system, for example, 3 feet (0,91m)
• recognising that shifts according to familiarity and social position, for example, using different and the corresponding endings in formal or informal such as ¿cómo se llama usted? ¿cómo te llamas?
• building to understand and discuss grammatical structures and vocabulary in Spanish and English,

for example, infinitivo, presente, género, masculino, femenino, número, singular, , adjetivo, sustantivo, forma negativa e interrogativa , and comparing with equivalent terms in English
• comparing key structures and features of familiar Spanish and English by identifying the intended and , 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 ...
• discussing Spanish and English order and , noticing similarities and differences, for example, before in Spanish; showing possession, for example, using apostrophe 's in English, using ' de ' in Spanish
• comparing the ways to express 'you' in Spanish, for example, tú, usted, ustedes, vosotros, vosotras, vos and 'you' in English
• recognising the influence of Spanish and (s) on English and other by identifying such as patio, tango, taco, chocolate, tomato, guacamole and siesta , noting how they are pronounced by English speakers
Students learn to:

compare Spanish language structures and features with English, using familiar met

(AC9LS8EU03)
General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.
Analysing

• Interpret concepts and problems
Engaging with cultural and linguistic diversity

• Communicate responsively
Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .
Analysing

• Interpret concepts and problems
Analysing

• Interpret concepts and problems
Analysing

• Interpret concepts and problems
Analysing

• Interpret concepts and problems
Engaging with cultural and linguistic diversity

• Communicate responsively
Resources

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LS8EU03
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context
Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Comm responsively

Content description

AC9LS8EU03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
• select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups
• apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LS8EU03

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

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LS8EU03

comparing key structures and features of familiar Spanish and English texts by identifying the intended purpose and audience, 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 ...

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LS8EU03

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

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area

• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LS8EU03

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

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Comi responsively

Content description

AC9LS8EU03

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

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
• select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups
• apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

AC9LS8EU04

recognise how is shaped by (s), (s), , and

•
•

Elaborations

• viewing between Spanish-speaking people and recognising as well as comparing culturally determined manners or behaviour, for example, kisses on the cheek or formal/informal
• to and traditional such as leyendas, fábulas, rimas y refranes , identifying key messages, and , and comparing aspects that may be similar or different across
• identifying that a sense of and belonging is important across all and discussing how it may be expressed, for example, through family or community, actions, behaviours or self-perception
• examining, in Spanish or English, how First Nations Australian have strong connections to locations and how these can be compared with variations across Spanish-speaking countries and regions
• exploring that reflect and embody cultural and history, for example, regional differences in naming such as the use of apellidos , composite names and religious based name order María José/José María
• identifying elements of ways of communicating and behaving in Spanish that may be unfamiliar to

people from different and , for example, ways of expressing wishes, social , celebrating events, or rituals associated with sports

• considering use depending on the and relationship, for example, calling someone gordito as a term of endearment, not insult

• understanding that and change continuously due to contact with and influences from other and , and in response to new ideas and developments, for example, tuitear, globalización, chatear, bloguear, cliquear, presionar control click

• collecting examples of Spanish from other , for example, fútbol, shopping, básquetbol, canguro, chófer, pizza, chau

• observing that many Spanish speakers may be multilingual and can move between to achieve different , and to draw on additional communicative resources, for example, Gallego, Euskera, Catalán, Guaraní and Aimara

• examining what is most important to them and their way of life, for example, creating a personal slogan/motto and crest to reflect aspects of their using Spanish , , expressions such as siempre sé positive , and symbols

Students learn to:

recognise how identity is shaped by language(s), culture(s), attitudes, beliefs and v

(AC9LS8EU04)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Social awareness

• Empathy

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

Social awareness

• Empathy

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Social awareness

• Empathy

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Country/Place

• First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

Social awareness

• Empathy

Resources

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve perspectives

Content description

AC9LS8EU04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics
• consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices
• analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect o relationship between cultures and identities

Content description

AC9LS8EU04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging
• identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
• evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

Snapshot – Empathy

Personal and Social capability: Social awareness: Empathy

Content description

AC9LS8EU04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• explain how the ability to appreciate others' needs, emotions, cultures and backgrounds assists in the development of social awareness
• acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own
• evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve perspectives

Content description

AC9LS8EU04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics
• consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices
• analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

Snapshot – Empathy

Personal and Social capability: Social awareness: Empathy

Content description

AC9LS8EU04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• explain how the ability to appreciate others' needs, emotions, cultures and backgrounds assists in the development of social awareness
• acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own
• evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness

Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect relationship between cultures and identities

Content description

AC9LS8EU04

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

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging
• identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
• evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

Snapshot – Empathy

Personal and Social capability: Social awareness: Empathy

Content description

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Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect o relationship between cultures and identities

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AC9LS8EU04

exploring language features that reflect and embody cultural values and history, for example, regional differences in naming conventions such as the use of apellidos , composite names and religious based name order María José/José María

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Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve perspectives

Content description

AC9LS8EU04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics
• consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices
• analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect o relationship between cultures and identities

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Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve perspectives

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AC9LS8EU04

considering language use depending on the context and relationship, for example, calling someone gordito as a term of endearment, not insult

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Snapshot – Empathy

Personal and Social capability: Social awareness: Empathy

Content description

AC9LS8EU04

examining what is most important to them and their way of life, for example, creating a personal slogan/motto and crest to reflect aspects of their identity using Spanish words, phrases, expressions such as siempre sé positive , and symbols

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