(no-code)

recognise and respond to classroom-related greetings, instructions and routines, and personal introductions

•

•

Elaborations

• greeting and farewelling each other according to the time of the day, and relationship to the person, for example, ¡Hola amigos! ¡Buenos días, profesora! ¡Buenas tardes! ¡Hasta mañana, señor!

• participating in regular class routines such as stating the weather, the day and date, how they feel and making announcements, for example, Hace calor. Hoy es lunes 26 de Julio. Estoy contento. ¡Feliz cumpleaños…!

• responding to simple classroom instructions and roll call, for example, Formar una línea, A caminar, María está aquí., No está aquí.

• following classroom commands and imperatives using actions, , for example, siéntense/sentaos, silencio, escuchen/escuchad, recojan/recoged sus/vuestras cosas, formen/formad un círculo, todos de pie, levanta la mano, cierra la puerta

• following teacher instructions such as cortar, colorear, pegar to complete an or build/draw an imaginary /object using shapes, colours, body parts, for example, dibujar la cabeza …

• introducing and describing themselves using structures and visual supports such as photos, pictures or digital images, for example, Me llamo Jorge; Tengo siete años; Tengo un/a hermano/a, Este es mi papá, Esta es mi mamá; Mi perro es blanco

• using statements to express likes and dislikes, for example, Me gusta Dora la exploradora; No me gusta la sopa, Me encanta el fútbol

• using to express thanks, apologies, praise and offering well wishes or encouragement, for example, gracias, de nada, lo siento, disculpa, muy bien. ¡Qué divertido!

• asking and responding to using to discuss their personal worlds, for example ¿Te gusta …? Me gusta …, ¿De dónde eres tú? Soy de Australia, ¿Tienes mascotas? Sí, tengo …

• requesting permission or seeking approval from peers using expressions, for example, ¿Puedo hacer una pregunta? ¿Puedo ir al baño?

Students learn to:

recognise and respond to modelled classroom-related greetings, instructions and r personal introductions

(AC9LS2C01)

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

• Communicate responsively

Speaking and listening

• Interacting

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

• Communicate responsively

Social management

• Communication

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

• Communication

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Resources

Work Samples

WS01 - Parts of the body

Snapshot – Communicate responsively

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

Content description

AC9LS2C01

Continuum extract

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

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LS2C01

Learning progression extract

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

- contributes simple ideas and opinions to class or small group discussions

• shows signs of active listening, by sustaining attention across a short, spoken text
• shows beginning awareness of discussion conventions (e.g. pauses when another speaker starts)
• uses appropriate language or dialect to interact with speakers of the same language
• listens actively to stay on topic in a small group discussion
• takes an active role in small group and whole-class discussion by volunteering ideas and opinions
• asks relevant questions for clarification or to find out others' ideas (e.g. "What do you think about that?")
• takes turns in interactions
• interacts using appropriate language in pairs or a small group to complete tasks
• interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
• presents simple ideas clearly in group situations
• actively encourages or supports other speakers
• shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)
• uses language to initiate interactions in a small group situation (e.g. "I have an idea")

Snapshot – Communicate responsively

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

Content description

AC9LS2C01

greeting and farewelling each other according to the time of the day, and relationship to the person, for example, ¡Hola amigos! ¡Buenos días, profesora! ¡Buenas tardes! ¡Hasta mañana, señor!

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• notice the use of different languages they, their family or community members use to communicate
• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS2C01

greeting and farewelling each other according to the time of the day, and relationship to the person, for example, ¡Hola amigos! ¡Buenos días, profesora! ¡Buenas tardes! ¡Hasta mañana, señor!

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop positive communication skills by initiating, joining or contributing to conversations
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others

Snapshot – Communicate responsively

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

Content description

AC9LS2C01

participating in regular class routines such as stating the weather, the day and date, how they feel and making announcements, for example, Hace calor. Hoy es lunes 26 de Julio. Estoy contento. ¡Feliz cumpleaños…!

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• notice the use of different languages they, their family or community members use to communicate
• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups

• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS2C01

participating in regular class routines such as stating the weather, the day and date, how they feel and making announcements, for example, Hace calor. Hoy es lunes 26 de Julio. Estoy contento. ¡Feliz cumpleaños…!

Continuum extract

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

• develop positive communication skills by initiating, joining or contributing to conversations
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others

Snapshot – Communicate responsively

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

Content description

AC9LS2C01

responding to simple classroom instructions and roll call, for example, Formar una línea, A caminar, María está aquí., No está aquí.

Continuum extract

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

• notice the use of different languages they, their family or community members use to communicate
• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS2C01

responding to simple classroom instructions and roll call, for example, Formar una línea, A caminar, María está aquí., No está aquí.

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• develop positive communication skills by initiating, joining or contributing to conversations
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others

Snapshot – Communicate responsively

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

Content description

AC9LS2C01

following classroom commands and imperatives using actions, gestures, for example, siéntense/sentaos, silencio, escuchen/escuchad, recojan/recoged sus/vuestras cosas, formen/formad un círculo, todos de pie, levanta la mano, cierra la puerta

Continuum extract

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

• notice the use of different languages they, their family or community members use to communicate
• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups

• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS2C01

following classroom commands and imperatives using actions, gestures, for example, siéntense/sentaos, silencio, escuchen/escuchad, recojan/recoged sus/vuestras cosas, formen/formad un círculo, todos de pie, levanta la mano, cierra la puerta

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop positive communication skills by initiating, joining or contributing to conversations
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others

Snapshot – Communicate responsively

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

Content description

AC9LS2C01

following teacher instructions such as cortar, colorear, pegar to complete an activity or build/draw an imaginary character/object using shapes, colours, body parts, for example, dibujar la cabeza …

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• notice the use of different languages they, their family or community members use to communicate
• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS2C01

following teacher instructions such as cortar, colorear, pegar to complete an activity or build/draw an imaginary character/object using shapes, colours, body parts, for example, dibujar la cabeza …

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The following continuum extract shows the alignment of the continuum with this content.
• develop positive communication skills by initiating, joining or contributing to conversations
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others

Snapshot – Communicate responsively

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

Content description

AC9LS2C01

introducing and describing themselves using modelled sentence structures and visual supports such as photos, pictures or digital images, for example, Me llamo Jorge; Tengo siete años; Tengo un/a hermano/a, Este es mi papá, Esta es mi mamá; Mi perro es blanco

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• notice the use of different languages they, their family or community members use to communicate
• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups

• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS2C01

introducing and describing themselves using modelled sentence structures and visual supports such as photos, pictures or digital images, for example, Me llamo Jorge; Tengo siete años; Tengo un/a hermano/a, Este es mi papá, Esta es mi mamá; Mi perro es blanco

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop positive communication skills by initiating, joining or contributing to conversations
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others

Snapshot – Communicate responsively

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

Content description

AC9LS2C01

using modelled statements to express likes and dislikes, for example, Me gusta Dora la exploradora; No me gusta la sopa, Me encanta el fútbol

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• notice the use of different languages they, their family or community members use to communicate
• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS2C01

using modelled statements to express likes and dislikes, for example, Me gusta Dora la exploradora; No me gusta la sopa, Me encanta el fútbol

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop positive communication skills by initiating, joining or contributing to conversations
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others

Snapshot – Communicate responsively

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

Content description

AC9LS2C01

using formulaic language to express thanks, apologies, praise and offering well wishes or encouragement, for example, gracias, de nada, lo siento, disculpa, muy bien. ¡Qué divertido!

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• notice the use of different languages they, their family or community members use to communicate
• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and

linguistic groups respond

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS2C01

using formulaic language to express thanks, apologies, praise and offering well wishes or encouragement, for example, gracias, de nada, lo siento, disculpa, muy bien. ¡Qué divertido!

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop positive communication skills by initiating, joining or contributing to conversations
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others

Snapshot – Communicate responsively

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

Content description

AC9LS2C01

asking and responding to questions using modelled sentences to discuss their personal worlds, for example ¿Te gusta …? Me gusta …, ¿De dónde eres tú? Soy de Australia, ¿Tienes mascotas? Sí, tengo …

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• notice the use of different languages they, their family or community members use to communicate
• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS2C01

asking and responding to questions using modelled sentences to discuss their personal worlds, for example ¿Te gusta …? Me gusta …, ¿De dónde eres tú? Soy de Australia, ¿Tienes mascotas? Sí, tengo …

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop positive communication skills by initiating, joining or contributing to conversations
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others

Snapshot – Communicate responsively

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

Content description

AC9LS2C01

requesting permission or seeking approval from peers using modelled expressions, for example, ¿Puedo hacer una pregunta? ¿Puedo ir al baño?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• notice the use of different languages they, their family or community members use to communicate
• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS2C01

requesting permission or seeking approval from peers using modelled expressions, for example, ¿Puedo hacer una pregunta? ¿Puedo ir al baño?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop positive communication skills by initiating, joining or contributing to conversations
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others

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

Resource – WS01 - Parts of the body

By the end of Year 2, students use Spanish language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create text.

Students imitate the sounds and rhythms of Spanish and demonstrate understanding that Spanish has rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of Italian and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).

AC9LS2C01

recognise and respond to modelled classroom-related greetings, instructions and routines, and personal introductions

AC9LS2C02

participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues

AC9LS2U01

recognise and imitate the sounds and rhythms of Spanish

AC9LS2U02

recognise that the Roman alphabet and features of language are used to construct meaning in Spanish

AC9LS2C02

participate in a range of guided, play-based using expressions, visual and spoken

•

•

Elaborations

• participating in games or that involve taking turns, suggesting, making choices or swapping/matching items, for example, Vamos a jugar a pares y nones. Vamos a pintar. ¿Qué hora es señor Lobo? Es hora de correr/saltar/volar. El escondite inglés, La vaca eres tú. Me toca. Gané. Te toca. Simón dice: 'todos a saltar'

• using spontaneous expressions, and non-verbal when playing games or engaging in with others, for example, ¡Gané! Es mi turno. por favor ... gracias, de nada, silencio with index finger to lips

• exchanging, sorting and classifying objects and attributes by shape, colour and number, using simple forms and affirmative/negative responses, for example, ¿Tienes un triángulo amarillo? Sí, toma. ¿Tienes un círculo rojo? No, tengo un círculo azul.

• taking part in short role-plays or skits using spoken and visual , props and such as toys, clothing, models, toy food, for example, ¿Tienes una mascota? Sí, este es mi perro. Es lindo ¿no?

• contributing to class or projects, for example, making a birthday calendar, weather board or class pet care roster, and using familiar vocabulary, alimenta al…, limpiar, dibujar, pintar, trazar, cortar, pegar…

• reciting and performing chants, songs and using such as clapping or dancing to support and expression, for example, cabeza, hombros, rodillas, pies; mi cara

• using or applications collaboratively in pairs or groups to enhance learning, memory and digital literacy to encourage sharing and teamwork, for example, to or Spanish and matching pictures to , tracing on the screen, repeating they hear

Students learn to:

participate in a range of guided, play-based language activities using formulaic expr and spoken cues

(AC9LS2C02)

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

Social management

- Communication
- Collaboration

Social management

- Communication
- Collaboration

Social management

- Communication
- Collaboration

Social management

- Communication
- Collaboration

Social management

- Communication
- Collaboration

Managing and operating

- Select and operate tools

Social management

- Communication
- Collaboration

Resources

Work Samples

WS01 - Parts of the body

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LS2C02

Learning progression extract

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

- contributes simple ideas and opinions to class or small group discussions
- shows signs of active listening, by sustaining attention across a short, spoken text
- shows beginning awareness of discussion conventions (e.g. pauses when another speaker starts)
- uses appropriate language or dialect to interact with speakers of the same language
- listens actively to stay on topic in a small group discussion
- takes an active role in small group and whole-class discussion by volunteering ideas and opinions
- asks relevant questions for clarification or to find out others' ideas (e.g. "What do you think about that?")
- takes turns in interactions
- interacts using appropriate language in pairs or a small group to complete tasks
- interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
- presents simple ideas clearly in group situations
- actively encourages or supports other speakers
- shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)
- uses language to initiate interactions in a small group situation (e.g. "I have an idea")

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS2C02

Continuum extract

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LS2C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• engage with others and participate in group play, tasks and activities
• participate cooperatively in groups on common tasks and activities
• perform designated roles within groups, appreciating everyone's contributions to a shared outcome

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS2C02

participating in games or activities that involve taking turns, suggesting, making choices or swapping/matching items, for example, Vamos a jugar a pares y nones. Vamos a pintar. ¿Qué hora es señor Lobo? Es hora de correr/saltar/volar. El escondite inglés, La vaca eres tú. Me toca. Gané. Te toca. Simón dice: 'todos a saltar'

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop positive communication skills by initiating, joining or contributing to conversations
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LS2C02

participating in games or activities that involve taking turns, suggesting, making choices or swapping/matching items, for example, Vamos a jugar a pares y nones. Vamos a pintar. ¿Qué hora es señor Lobo? Es hora de correr/saltar/volar. El escondite inglés, La vaca eres tú. Me toca. Gané. Te toca. Simón dice: 'todos a saltar'

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• engage with others and participate in group play, tasks and activities
• participate cooperatively in groups on common tasks and activities
• perform designated roles within groups, appreciating everyone's contributions to a shared outcome

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS2C02

using spontaneous expressions, phrases and non-verbal communication when playing games or engaging in activities with others, for example, ¡Gané! Es mi turno. por favor ... gracias, de nada, silencio with index finger to lips

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop positive communication skills by initiating, joining or contributing to conversations
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LS2C02

using spontaneous expressions, phrases and non-verbal communication when playing games or engaging

in activities with others, for example, ¡Gané! Es mi turno. por favor ... gracias, de nada, silencio with index finger to lips

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• engage with others and participate in group play, tasks and activities
• participate cooperatively in groups on common tasks and activities
• perform designated roles within groups, appreciating everyone's contributions to a shared outcome

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS2C02

exchanging, sorting and classifying objects and attributes by shape, colour and number, using simple question forms and affirmative/negative responses, for example, ¿Tienes un triángulo amarillo? Sí, toma. ¿Tienes un círculo rojo? No, tengo un círculo azul.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop positive communication skills by initiating, joining or contributing to conversations
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LS2C02

exchanging, sorting and classifying objects and attributes by shape, colour and number, using simple question forms and affirmative/negative responses, for example, ¿Tienes un triángulo amarillo? Sí, toma. ¿Tienes un círculo rojo? No, tengo un círculo azul.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
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• participate cooperatively in groups on common tasks and activities
• perform designated roles within groups, appreciating everyone's contributions to a shared outcome

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS2C02

taking part in short role-plays or skits using spoken and visual cues, props and realia such as toys, clothing, models, toy food, for example, ¿Tienes una mascota? Sí, este es mi perro. Es lindo ¿no?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop positive communication skills by initiating, joining or contributing to conversations
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LS2C02

taking part in short role-plays or skits using spoken and visual cues, props and realia such as toys, clothing, models, toy food, for example, ¿Tienes una mascota? Sí, este es mi perro. Es lindo ¿no?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• engage with others and participate in group play, tasks and activities

- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS2C02

contributing to class activities or projects, for example, making a birthday calendar, weather board or class pet care roster, and using familiar vocabulary, alimenta al…, limpiar, dibujar, pintar, trazar, cortar, pegar…

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LS2C02

contributing to class activities or projects, for example, making a birthday calendar, weather board or class pet care roster, and using familiar vocabulary, alimenta al…, limpiar, dibujar, pintar, trazar, cortar, pegar…

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The following continuum extract shows the alignment of the continuum with this content.
- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS2C02

reciting and performing chants, songs and rhymes using gestures such as clapping or dancing to support rhythm and expression, for example, cabeza, hombros, rodillas, pies; mi cara

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LS2C02

reciting and performing chants, songs and rhymes using gestures such as clapping or dancing to support rhythm and expression, for example, cabeza, hombros, rodillas, pies; mi cara

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome

Snapshot – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9LS2C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- use simple digital tools to explore tasks and consolidate learning
- seek help when encountering a problem
- use familiar digital tools to complete tasks and consolidate learning
- attempt to solve a problem before seeking help
- select and use a range of digital tools to complete tasks
- attempt to solve a problem individually and with peers before seeking help

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS2C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LS2C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome

AC9LS2C03

locate, with support, key information in familiar , and respond using , images, and
-
-

Elaborations

- for and identifying key and in a range of simple , using patterns to assist understanding
- participating in shared of print and digital such as big book stories about familiar events or ,
for example, Los tres cerditos, El patito feo, Tico tango , using pictures, keywords and contextual
clues to meaning and draw conclusions
- demonstrating and early literacy skills by labelling, matching, drawing, miming or onscreen
pointing, clicking or dragging, for example, cutting, then gluing pictures of events in a timeline
sequence, or dragging onscreen pictures to
- recognising that and are integral to communicating in for First Nations Australians, and showing
examples of how they are also integral to communicating in Spanish and the (s) they may speak at
home
- participating in shared class stories such as La oruga hambrienta and responding to and repeating
keywords, for example, Clase, clase ... Sí, sí ¿Qué pasa? ¿Qué come la oruga?, or pretending to be a
and using , actions and from the such as ¡Tengo hambre!
- to, or viewing adapted Spanish versions of familiar stories such as Los tres ositos, Los tres
cerditos or El patito feo , and incorporating recurring keywords and expressions when re-enacting
elements with puppets, actions or props, for example, ¡El lobo es feroz! El osito está triste.
- responding to about people, places and objects that elicit details such as characteristics, size,
colour, shape, quantity, for example, ¿De qué color es la casa …? La casa es azul. ¿Dónde está el
gato? El gato está en Lima. ¿Cuántos cerdos hay? ¿Tico es grande o pequeño?
- responding to spoken, print or digital , such as stories, , dialogues and songs through play-
acting, illustrating or movement, for example, raising their hand saying ' sí ' or ' no ' to a about
the or circling a favourite
- categorising information using graphic organisers such as drawings or simple tables, for example,

recording likes/dislikes, classifying animals, masculine/feminine , fruits/vegetables, /borrowed

Students learn to:

locate, with support, key information in familiar texts, and respond using gestures, i and formulaic phrases

(AC9LS2C03)

General capabilities and cross-curriculum priorities

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

Inquiring

• Identify, process and evaluate information

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

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.

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Resources

Snapshot – Identify, process and evaluate information

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

Content description

AC9LS2C03

Continuum extract

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

• identify and explore relevant points in information provided on a topic

• prioritise the information that is most relevant to the topic of study

• identify and explore relevant information from a range of sources, including visual information and digital sources

• identify and explain similarities and differences in selected information

• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources

• condense and combine selected information related to the topic of study

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description
AC9LS2C03

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

Comprehension
• listens actively and responds to a range of texts read by others
• makes a simple statement about the content of a text (e.g. "it was about the farm")
• engages in group discussion about a text or shared learning experience
• talks about images and/or some printed words in a text
• answers and poses mainly literal questions about the text
• infers and then describes obvious cause and effect relationships (e.g. uses information in the text to infer why a character is smiling in an image)

Processes
• follows text direction when read to by a proficient reader
• locates the front and back of a book and turns pages correctly
• locates the starting point for reading on a page or screen
• uses touch or click features to navigate a text (e.g. clicks arrows to move text along, uses pause/play button to start/stop text, clicks icons to view specific aspects of screen-based texts)

Vocabulary
• asks questions to find out meaning of unfamiliar words
• uses words in discussions that have been encountered in simple texts

Comprehension
• reads and views simple texts with support from a proficient reader (see Text complexity)
• retells a familiar story or shared learning experience
• contributes to group discussion, demonstrating understanding of a range of texts read by proficient readers
• makes relevant comments or asks relevant questions to demonstrate understanding of a text
• makes connections between texts and personal experiences

Processes
• uses some phonic and contextual knowledge to decode simple texts (see Phonic knowledge and word recognition)
• decodes a few words in a text using phonic knowledge (see Phonic knowledge and word recognition)
• identifies taught high-frequency words in a text (see Phonic knowledge and word recognition)
• demonstrates one-to-one correspondence by pointing to words in a continuous text or in the environment (see Phonic knowledge and word recognition)
• tracks text left to right
• uses return sweep
• consistently reads left page before right page
• makes predictions (e.g. uses the cover of a book or screen image to predict the content)
• identifies simple grammatical features (e.g. identifies verbs in a set of instructions) (see Grammar)
• pauses or appeals for support when meaning is disrupted
• recognises sentence boundary punctuation and uses it when reading aloud (see Punctuation)

Vocabulary
• demonstrates knowledge of common morphemic word families when reading (e.g. identifies the word "run" in "running")
• recognises key content or repeated words in a simple text (see Text complexity)

Comprehension
• reads and views simple texts independently (see Text complexity)
• locates directly stated information
• recounts or describes sequenced ideas or information
• identifies a clearly evident main idea in a simple text
• listens to texts to engage with learning area content (e.g. a text about family histories)

- reads and views the content of texts and describes new or learnt information
- expresses an opinion or preference for a topic or text with a supporting reason
- draws obvious inferences by integrating print, visual and audio aspects of simple texts (e.g. uses images and key words to infer a character's job)
- identifies some differences between imaginative and informative texts (e.g. different styles of images in a fairy tale and instructions for a game)

Processes

- uses phonic knowledge, word recognition, sentence structure, punctuation and contextual knowledge to read simple texts (see Phonic knowledge and word recognition) (see Text complexity)
- reads high-frequency words in continuous text
- reads using sentence features such as word order and sentence boundary punctuation (e.g. question marks)
- pauses when meaning breaks down and attempts to self-correct
- uses visual and auditory cues to build meaning (e.g. colour, shape and size of images, sound effects)
- selects appropriate reading paths when reading simple texts and navigates simple screen-based texts for specific purposes

Vocabulary

- identifies key words and the meaning they carry (e.g. nouns, verbs)
- makes plausible interpretations of the meaning of unfamiliar words
- understands simple qualifying or emotive words
- uses context to understand homonyms

Snapshot – Listening

Literacy: Speaking and listening: Listening

Content description

AC9LS2C03

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.
- listens actively and responds to short texts consisting of a few sentences
- recalls one or 2 ideas from a short text or interaction
- answers simple or literal questions
- asks what, when, why questions about a text they have listened to
- uses facial expressions, gestures or actions to indicate understanding of tone and intonation
- discriminates individual words in a short, spoken sentence (e.g. identifies "lunchtime" in "the meeting for the excursion is at lunchtime")
- describes familiar objects and actions heard in a text or interaction (e.g. "the chicken ate the bug")
- accurately repeats, short phrases and statements from a short text or interaction
- recognises and generates one-syllable rhyming words (see Phonological awareness)
- responds to simple and elementary texts (see Text complexity)
- recalls specific information from a spoken text (e.g. recalls a message from a school assembly announcement)
- answers literal and simple inferential questions from a text they have listened to
- infers obvious meaning from a simple, spoken text (e.g. identifies character's job as a sales assistant from dialogue with a shopper)
- experiments with a small range of listening strategies (e.g. asks speaker to repeat information, if unclear)
- uses learnt vocabulary and simple adjectives to recount key ideas from heard text
- responds to elementary texts (see Text complexity)
- listens purposefully to texts to identify specific learning area content
- recalls specific information from a learning area text
- attends to sequence when recounting ideas
- infers meaning that may be less obvious (e.g. infers beach context from hearing background sounds of seagulls and surf)
- describes tone and intonation of spoken text (e.g. "she spoke with an angry tone")

• retells a familiar story with some possible minor adaptations

• selects appropriate listening strategies (e.g. asking questions to elicit extra information, rephrasing others' contributions to check own comprehension)

• listens for cohesive vocabulary to support comprehension (e.g. listens for temporal connectives such as "first", "then", "finally" and conjunctions such as "also" to identify next section in text)

Snapshot – Identify, process and evaluate information

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

Content description

AC9LS2C03

Continuum extract

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

• identify and explore relevant points in information provided on a topic

• prioritise the information that is most relevant to the topic of study

• identify and explore relevant information from a range of sources, including visual information and digital sources

• identify and explain similarities and differences in selected information

• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources

• condense and combine selected information related to the topic of study

Snapshot – Identify, process and evaluate information

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

Content description

AC9LS2C03

participating in shared reading of print and digital texts such as big book stories about familiar events or contexts, for example, Los tres cerditos, El patito feo, Tico tango , using pictures, keywords and contextual clues to predict meaning and draw conclusions

Continuum extract

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

• identify and explore relevant points in information provided on a topic

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Snapshot – Identify, process and evaluate information

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

Content description

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Continuum extract

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• identify and explain similarities and differences in selected information

• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources

• condense and combine selected information related to the topic of study

Snapshot – Identify, process and evaluate information

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

Content description

AC9LS2C03

participating in shared class stories such as La oruga hambrienta and responding to and repeating keywords, for example, Clase, clase ... Sí, sí ¿Qué pasa? ¿Qué come la oruga?, or pretending to be a character and using words, actions and phrases from the text such as ¡Tengo hambre!

Continuum extract

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

• identify and explore relevant points in information provided on a topic

• prioritise the information that is most relevant to the topic of study

• identify and explore relevant information from a range of sources, including visual information and digital sources

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• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources

• condense and combine selected information related to the topic of study

Snapshot – Identify, process and evaluate information

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

Content description

AC9LS2C03

listening to, reading or viewing adapted Spanish versions of familiar stories such as Los tres ositos, Los tres cerditos or El patito feo , and incorporating recurring keywords and expressions when re-enacting elements with puppets, actions or props, for example, ¡El lobo es feroz! El osito está triste.

Continuum extract

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

• identify and explore relevant points in information provided on a topic

• prioritise the information that is most relevant to the topic of study

• identify and explore relevant information from a range of sources, including visual information and digital sources

• identify and explain similarities and differences in selected information

• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources

• condense and combine selected information related to the topic of study

Snapshot – Identify, process and evaluate information

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

Content description

AC9LS2C03

responding to questions about people, places and objects that elicit details such as characteristics, size, colour, shape, quantity, for example, ¿De qué color es la casa …? La casa es azul. ¿Dónde está el gato? El gato está en Lima. ¿Cuántos cerdos hay? ¿Tico es grande o pequeño?

Continuum extract

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

• identify and explore relevant points in information provided on a topic

• prioritise the information that is most relevant to the topic of study

• identify and explore relevant information from a range of sources, including visual information and digital sources

• identify and explain similarities and differences in selected information

• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources

• condense and combine selected information related to the topic of study

Snapshot – Identify, process and evaluate information

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

Content description

AC9LS2C03

responding to spoken, print or digital texts, such as stories, rhymes, dialogues and songs through

play-acting, illustrating or movement, for example, raising their hand saying ' sí ' or ' no ' to a question about the text or circling a favourite character

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and explore relevant points in information provided on a topic
• prioritise the information that is most relevant to the topic of study
• identify and explore relevant information from a range of sources, including visual information and digital sources
• identify and explain similarities and differences in selected information
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study

Snapshot – Identify, process and evaluate information

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

Content description

AC9LS2C03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and explore relevant points in information provided on a topic
• prioritise the information that is most relevant to the topic of study
• identify and explore relevant information from a range of sources, including visual information and digital sources
• identify and explain similarities and differences in selected information
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study

Resource – Modern Greek language resource

Modern Greek

Language support resource

The Modern Greek Language support resource was developed to support teachers as they plan teaching and learning programs to implement the Australian Curriculum: Modern Greek. 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 Modern Greek 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
AC9LS2C04

notice that carries cultural meaning in classroom-related greetings, introductions, instructions and routines

•

•

Elaborations

• recognising the cultural significance of hand and facial expressions that accompany Spanish and , and that meaning can sometimes be non-verbally

• explaining to others, such as friends or family, the meanings and use of simple expressions such as greetings that are used for different times of the day, occasions and people, for example, ¡Buenos días, profesora/señora/maestra! ¡Buenas tardes! ¡Buenas noches! Hola ¿Qué tal? ¿Cómo está?

• noticing and when using some Spanish , expressions and exclamations when playing and conversing with one another, for example, ¡Ay! ¡Salud! and comparing these features with English

• making class walls or personal picture dictionaries with captions, stickers and simple descriptions to explain cultural terms and such as merienda, doña, don, chicos, niños, buena onda, tomar las once

• understanding that different forms of are used with different people to show respect and familiarity and that there may be regional variations, for example, using appropriate and forms of such as tú, usted, vos, doctor García, Doña Aura, Joselito, Amelita.

Students learn to:

notice that language carries cultural meaning in classroom-related greetings, introd instructions and routines

(AC9LS2C04)

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

Navigating intercultural contexts

• Adapt in intercultural exchanges

Analysing

• Interpret concepts and problems

Navigating intercultural contexts

• Adapt in intercultural exchanges

Resources

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LS2C04

Continuum extract

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

• identify how people show respect in intercultural exchanges

• consider different responses to intercultural exchanges, practising ways to show respect and develop empathy
• use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9LS2C04

Learning progression extract

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

Comprehension

• listens actively and responds to a range of texts read by others
• makes a simple statement about the content of a text (e.g. "it was about the farm")
• engages in group discussion about a text or shared learning experience
• talks about images and/or some printed words in a text
• answers and poses mainly literal questions about the text
• infers and then describes obvious cause and effect relationships (e.g. uses information in the text to infer why a character is smiling in an image)

Processes

• follows text direction when read to by a proficient reader
• locates the front and back of a book and turns pages correctly
• locates the starting point for reading on a page or screen
• uses touch or click features to navigate a text (e.g. clicks arrows to move text along, uses pause/play button to start/stop text, clicks icons to view specific aspects of screen-based texts)

Vocabulary

• asks questions to find out meaning of unfamiliar words
• uses words in discussions that have been encountered in simple texts

Comprehension

• reads and views simple texts with support from a proficient reader (see Text complexity)
• retells a familiar story or shared learning experience
• contributes to group discussion, demonstrating understanding of a range of texts read by proficient readers
• makes relevant comments or asks relevant questions to demonstrate understanding of a text
• makes connections between texts and personal experiences

Processes

• uses some phonic and contextual knowledge to decode simple texts (see Phonic knowledge and word recognition)
• decodes a few words in a text using phonic knowledge (see Phonic knowledge and word recognition)
• identifies taught high-frequency words in a text (see Phonic knowledge and word recognition)
• demonstrates one-to-one correspondence by pointing to words in a continuous text or in the environment (see Phonic knowledge and word recognition)
• tracks text left to right
• uses return sweep
• consistently reads left page before right page
• makes predictions (e.g. uses the cover of a book or screen image to predict the content)
• identifies simple grammatical features (e.g. identifies verbs in a set of instructions) (see Grammar)
• pauses or appeals for support when meaning is disrupted
• recognises sentence boundary punctuation and uses it when reading aloud (see Punctuation)

Vocabulary

• demonstrates knowledge of common morphemic word families when reading (e.g. identifies the word "run" in "running")
• recognises key content or repeated words in a simple text (see Text complexity)

Comprehension

- reads and views simple texts independently (see Text complexity)
- locates directly stated information
- recounts or describes sequenced ideas or information
- identifies a clearly evident main idea in a simple text
- listens to texts to engage with learning area content (e.g. a text about family histories)
- reads and views the content of texts and describes new or learnt information
- expresses an opinion or preference for a topic or text with a supporting reason
- draws obvious inferences by integrating print, visual and audio aspects of simple texts (e.g. uses images and key words to infer a character's job)
- identifies some differences between imaginative and informative texts (e.g. different styles of images in a fairy tale and instructions for a game)

Processes

- uses phonic knowledge, word recognition, sentence structure, punctuation and contextual knowledge to read simple texts (see Phonic knowledge and word recognition) (see Text complexity)
- reads high-frequency words in continuous text
- reads using sentence features such as word order and sentence boundary punctuation (e.g. question marks)
- pauses when meaning breaks down and attempts to self-correct
- uses visual and auditory cues to build meaning (e.g. colour, shape and size of images, sound effects)
- selects appropriate reading paths when reading simple texts and navigates simple screen-based texts for specific purposes

Vocabulary

- identifies key words and the meaning they carry (e.g. nouns, verbs)
- makes plausible interpretations of the meaning of unfamiliar words
- understands simple qualifying or emotive words
- uses context to understand homonyms

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LS2C04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- identify how people show respect in intercultural exchanges
- consider different responses to intercultural exchanges, practising ways to show respect and develop empathy
- use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LS2C04

explaining to others, such as friends or family, the meanings and use of simple expressions such as greetings that are used for different times of the day, occasions and people, for example, ¡Buenos días, profesora/señora/maestra! ¡Buenas tardes! ¡Buenas noches! Hola ¿Qué tal? ¿Cómo está?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LS2C04

noticing body language and tone when using some Spanish words, expressions and exclamations when playing and conversing with one another, for example, ¡Ay! ¡Salud! and comparing these features with English words

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify how people show respect in intercultural exchanges
• consider different responses to intercultural exchanges, practising ways to show respect and develop empathy
• use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LS2C04
making class word walls or personal bilingual picture dictionaries with captions, stickers and simple descriptions to explain cultural terms and phrases such as merienda, doña, don, chicos, niños, buena onda, tomar las once

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the main parts of a concept or problem
• identify the main parts of a concept or problem and describe how these relate to each other
• identify and prioritise significant elements and relationships within a concept or problem

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LS2C04
understanding that different forms of language are used with different people to show respect and familiarity and that there may be regional variations, for example, using appropriate pronouns and forms of address such as tú, usted, vos, doctor García, Doña Aura, Joselito, Amelita.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify how people show respect in intercultural exchanges
• consider different responses to intercultural exchanges, practising ways to show respect and develop empathy
• use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour

AC9LS2C05

use , familiar and to spoken, written and

•

•

Elaborations

• creating a self-portrait or short profile and using simple statements and familiar vocabulary to talk about self and the immediate environment, for example, Tengo el pelo largo. Estoy en mi clase. Mi hermana se llama Lucía. Este/a es mi mejor amigo/a. Me gusta tocar el piano/la flauta.
• creating, describing or acting out the part of real or imaginary using , favourite sayings and supporting pictures/models or pointing to relevant aspects as they explain, for example, El monstruo tiene ojos grandes. Mi perro tiene ojos marrones/café. Soy un zorro, me gusta el pollo.
• colouring in flags from Spanish-speaking countries, adding labels or in cloze exercises, for example, La bandera de España es amarilla y roja. La bandera de México es verde, blanca y roja. , then creating their own 'personal flag' with favourite colours and symbols, and adding a description such as mi bandera es rosa y blanca ...
• matching captions/labels to images of First Nations locations in their local area or elsewhere in Australia
• using secure to informative such as e-books, animations, videos, overs or captions, labels, speech

bubbles and onomatopoeic sounds for pictures of familiar topics of interest, for example, on a picture of a dog, el perro hace guau

• adding captions or speech bubbles to a photographic display or newsletter about a class event or experience such as sports day or excursion, for example, Los animales de la granja! Los animales salvajes. Estamos/haciendo deporte. Vamos al zoológico. Hoy es Harmony Day / Teachers' Day, Celebrando los sanfermines

• making greeting cards for celebrations such as Día de Reyes, Día de la Madre, Día de tu cumpleaños , using greetings, for example, Feliz día de la Madre, Feliz cumpleaños or Feliz día del Maestro alongside equivalent English greetings where culturally appropriate

• using key and to describe aspects of a video clip, photo story or excerpt from a television program in spoken and written such as Barrio Sésamo, for example, Elmo es rojo. Elmo tiene los ojos grandes. Elmo corre. Elmo repite.

• substituting to alternative versions of well-known stories, songs, or , for example, El granjero McDonald tiene una granja to La granjera María tiene un canguro or El granjero Rodríguez or substitute the caterpillar with a snake in La serpiente se comió 3 empanadas to an alternative story of La Oruga Hambrienta

• labelling Spanish-speaking countries on a map and creating descriptions using , for example, Chile está en América del Sur. Es muy largo. México está en Norte América. España está en Europa.

Students learn to:

use words, familiar phrases and modelled language to create spoken, written and m

(AC9LS2C05)

General capabilities and cross-curriculum priorities

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

Writing

• Creating texts

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

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.

Creating and exchanging

• Create, communicate and collaborate

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Resources

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9LS2C05

Learning progression extract

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

Crafting ideas

• writes ideas in sentence fragments or a simple sentence (e.g. "I am 6.")

• explains the purpose and audience of familiar imaginative and informative texts

• creates short texts in different forms such as a simple recount

• combines visuals with written text where appropriate

• reads back own writing word by word

• talks about own text and describes subject matter and images

Text forms and features

• writes some appropriate letter combinations to represent less familiar words (see Spelling and Phonic knowledge and word recognition)

• writes with noun-verb agreement (e.g. "I am"), articles (e.g. "a man") and personal pronouns (e.g. "my mum") (see Grammar)

• writes from left to right using spaces between attempted words

• uses basic noun groups/phrases (e.g. "my house") (see Grammar)

• uses some sentence punctuation (e.g. capital letters at the beginning of a text)

Vocabulary

• writes simple familiar words (e.g. "saw", "food", "they")

• includes some learning area vocabulary in own texts (e.g. "season")

• uses taught high-frequency words

Crafting ideas

• creates a text including 2 or 3 related ideas for a familiar purpose such as recounting an event, telling a story, expressing thoughts, feelings and opinions

• includes beginning structural features (e.g. statement of an opinion, a heading, description of an event linked to time and place)

• creates texts for learning area purposes (e.g. labelling a simple diagram, ordering events on a timeline)

Text forms and features

• writes simple sentences made up of basic verb groups, noun groups and phrases (e.g. "We visited my aunty's house last week.")

• writes compound sentences using common conjunctions (e.g. "My house is big but the garden is small.")

• makes plausible attempts to write unfamiliar words phonetically (e.g. "enjn" for "engine") (see Spelling)

• uses capital letters correctly to indicate proper nouns (see Punctuation)

• uses capital letters at the start and full stops at the end of sentences (see Punctuation)

• spells some high-frequency words correctly (see Spelling)

• uses appropriate key words to represent simple concepts (e.g. "aunty", "sister", "cousin" in a text about family)

Vocabulary

• uses adjectives to add meaning by describing qualities or features (e.g. "small", "long", "red") (see Grammar)

• uses words in own writing adopted from other writers

• uses simple words to add clarity to ideas (e.g. modifying and qualifying words such as "very")

Crafting ideas

• creates texts for a range of purposes such as observing and describing, providing reasons,

expressing thoughts and feelings about a topic

• includes 4 or more simply stated and clearly connected ideas (e.g. introduces a topic and includes one or 2 facts; states an opinion with a reason; gives a recount of an event)

• includes a simple introduction to orient the reader (e.g. states a fact to introduce a report; states an opinion to introduce an argument; introduces a character to begin a narrative)

• writes ideas appropriate to a task or topic in sequenced sentences (e.g. writes informative texts with all the facts related to the topic)

• selects and discards ideas to make texts suitable for familiar audiences and purposes

Text forms and features

• writes simple, compound and some complex sentences related to a topic using a broader range of conjunctions (e.g. "and", "but", "so", "because", "when") (see Grammar)

• maintains tense within a sentence (see Grammar)

• selects images to complement writing

• spells many high-frequency words correctly (see Spelling)

• uses sentence punctuation correctly (e.g. !, ?) (see Punctuation)

• uses noun groups/phrases to add detail (e.g. "the tomato plant in the pot") (see Grammar)

• uses a range of simple cohesive devices such as pronoun referencing and sequencing connectives

• uses adverbs to give precise meaning to verbs (e.g. "talking loudly") (see Grammar)

Vocabulary

• uses a range of qualifying words (e.g. "every day"; "action movie")

• selects more specific adjectives (e.g. "giant" for "tall"; "golden" for "yellow")

• uses learning area topic vocabulary (e.g. "natural")

• uses common homophones correctly (e.g. "two", "too", "to")

• uses common idiomatic and colloquial phrases (e.g. "a piece of cake")

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9LS2C05

Learning progression extract

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

Crafting ideas

• retells personal events and experiences to peers and known adults

• shares feelings and thoughts about the events and characters in text

• retells key details or points from a learning experience or text viewed or heard

• uses mainly appropriate word order

• uses appropriate volume for small audiences

• uses rehearsed phrases to introduce themselves (e.g. "Good morning, my name is …")

Vocabulary

• uses simple connectives to join ideas (e.g. "and then") (see Grammar)

• uses familiar spoken language to communicate connected ideas (e.g. "Let's draw. I'll get paper and pencils.")

• uses simple adjectives and adverbs to add detail (e.g. "yellow", "quickly") (see Grammar)

• uses a small range of qualifying adjectives (e.g. "nice", "good") (see Grammar)

• uses simple language to compare and contrast (e.g. "smaller", "more")

• uses common time and causal connectives to relate ideas (e.g. "then", "because") (see Grammar)

Crafting ideas

• creates short texts using a few connected sentences, on familiar and learnt topics (e.g. retells a familiar story or describes a process)

• speaks audibly and clearly to a familiar audience (e.g. own class)

• uses some extended sentences

• organises key ideas in logical sequence

• provides some supporting details

• expresses causal relationships (e.g. "when the egg cracked, the chicken came out")

• provides simple justifications (e.g. "I chose cherries because they are red.")

- uses some varying intonation or volume for emphasis
- regulates pace with pausing

Vocabulary

- uses some precise vocabulary from learning areas
- uses connectives to sequence ideas (e.g. "first", "then", "next", "finally") (see Grammar)
- uses vocabulary to express cause and effect (e.g. "The excursion was cancelled because it rained.")
- uses some modal language to influence or persuade (e.g. "should", "will") (see Grammar)

Crafting ideas

- creates spoken texts for a range of purposes across learning areas (e.g. explains how the mathematics problem was solved)
- uses complex sentence constructions including relative clauses (e.g. "The boy who drew the picture got a prize.") (see Grammar)
- adjusts register according to purpose and audience
- elaborates on ideas using a short sequence of sentences
- incorporates learnt content into spoken text
- sequences ideas and events appropriately
- uses mainly correct grammatical constructions (e.g. pronoun references; noun-verb agreement)
- varies volume and intonation to suit purpose and audience
- plans and delivers spoken presentations using appropriate structure and language
- includes video and audio enhancements to spoken texts, where appropriate (e.g. includes slides or pictures in a spoken presentation)

Vocabulary

- experiments with vocabulary drawn from a variety of sources
- uses adverbials to give more precise meaning to verbs (e.g. talking loudly) (see Grammar)
- uses a range of vocabulary to indicate connections (e.g. consequences)
- uses conditional vocabulary to expand upon ideas (e.g. "If Goldilocks ate all the porridge the bears would be hungry.")

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS2C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS2C05

creating a self-portrait or short profile and using simple statements and familiar vocabulary to
talk about self and the immediate environment, for example, Tengo el pelo largo. Estoy en mi clase.
Mi hermana se llama Lucía. Este/a es mi mejor amigo/a. Me gusta tocar el piano/la flauta.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- develop positive communication skills by initiating, joining or contributing to conversations
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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS2C05

creating, describing or acting out the part of real or imaginary characters using formulaic

language, favourite sayings and supporting pictures/models or pointing to relevant aspects as they explain, for example, El monstruo tiene ojos grandes. Mi perro tiene ojos marrones/café. Soy un zorro, me gusta el pollo.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop positive communication skills by initiating, joining or contributing to conversations
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS2C05

colouring in flags from Spanish-speaking countries, adding labels or words in cloze exercises, for example, La bandera de España es amarilla y roja. La bandera de México es verde, blanca y roja. , then creating their own 'personal flag' with favourite colours and symbols, and adding a description such as mi bandera es rosa y blanca ...

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop positive communication skills by initiating, joining or contributing to conversations
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others

Snapshot – Create, communicate and collaborate

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

Content description

AC9LS2C05

using secure digital tools to create informative multimodal texts such as e-books, animations, videos, voice overs or captions, labels, speech bubbles and onomatopoeic sounds for pictures of familiar topics of interest, for example, on a picture of a dog, el perro hace guau

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use simple digital tools to create content
• experiment with the features of familiar digital tools to create content
• use the core features of a range of digital tools to create content and communicate and collaborate with peers and trusted adults

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS2C05

using secure digital tools to create informative multimodal texts such as e-books, animations, videos, voice overs or captions, labels, speech bubbles and onomatopoeic sounds for pictures of familiar topics of interest, for example, on a picture of a dog, el perro hace guau

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop positive communication skills by initiating, joining or contributing to conversations
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS2C05

adding bilingual captions or speech bubbles to a photographic display or newsletter article about a class event or experience such as sports day or excursion, for example, Los animales de la granja! Los animales salvajes. Estamos/haciendo deporte. Vamos al zoológico. Hoy es Harmony Day / Teachers'

Day, Celebrando los sanfermines

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop positive communication skills by initiating, joining or contributing to conversations
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS2C05

making bilingual greeting cards for celebrations such as Día de Reyes, Día de la Madre, Día de tu cumpleaños , using greetings, for example, Feliz día de la Madre, Feliz cumpleaños or Feliz día del Maestro alongside equivalent English greetings where culturally appropriate

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop positive communication skills by initiating, joining or contributing to conversations
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS2C05

using key words and phrases to describe aspects of a video clip, photo story or excerpt from a television program in spoken and written texts such as Barrio Sésamo, for example, Elmo es rojo. Elmo tiene los ojos grandes. Elmo corre. Elmo repite.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
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• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS2C05

substituting words to create alternative versions of well-known stories, songs, characters or rhymes, for example, El granjero McDonald tiene una granja to La granjera María tiene un canguro or El granjero Rodríguez or substitute the caterpillar with a snake in La serpiente se comió 3 empanadas to create an alternative story of La Oruga Hambrienta

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop positive communication skills by initiating, joining or contributing to conversations
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS2C05

labelling Spanish-speaking countries on a map and creating descriptions using modelled language, for example, Chile está en América del Sur. Es muy largo. México está en Norte América. España está en Europa.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop positive communication skills by initiating, joining or contributing to conversations

- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

AC9LS2U01

recognise and the sounds and of Spanish

-

-

Elaborations

- becoming familiar with the sounds of the alphabet in Spanish, noticing that there is an additional letter when compared with English, ñ
- imitating Spanish sounds such as j in viaje, ñ in niño, ll in calle , and rr in carro
- recognising that some sounds in Spanish do not exist in English and vice versa, so they may be challenging to pronounce, for example, La letra erre, la ere
- recognising and applying Spanish sounds and combinations
- identifying additional and in Spanish such as ñ, ch , and the of double such as ll and rr , and experimenting with the positioning of the tongue when producing these sounds
- listening to familiar vocabulary and identifying h as a silent letter, for example, hola, hermano, hoy , and comparing beginning with h in Spanish and English, hola and hello, jirafa and jelly
- noticing that statements and have different , for example, ¡Fernando no está! ¿Fernando no está?, ¿María tiene cinco años?
- developing , phrasing and skills by singing, reciting and repeating and in , for example, marching to a tune or beat
- experimenting with sounds in onomatopoeic , such as those related to animal sounds, for example, pío (cheep), quiquiriquí (cock-a-doodle-doo), miau (miaow), guau (woof), and actions, for example, bum, cataplún

Students learn to:

recognise and imitate the sounds and rhythms of Spanish

(AC9LS2U01)

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

- Communicate responsively

Reading and viewing

- Phonic knowledge and word recognition

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

- Communicate responsively

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Engaging with cultural and linguistic diversity

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- Communicate responsively

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Resources

Work Samples

WS01 - Parts of the body

Snapshot – Communicate responsively

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

Content description

AC9LS2U01

Continuum extract

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

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Phonic knowledge and word recognition

Literacy: Reading and viewing: Phonic knowledge and word recognition

Content description

AC9LS2U01

Learning progression extract

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

Phonic knowledge

- reads words with taught vowel digraphs (e.g. "ee", "oo", "ay", "ai", "ea", "oa", "ow") and applies this knowledge when reading decodable texts
- reads and writes common, one- and two-syllable words with clusters of consonants (e.g. "plant", "string", "object")
- reads 2-syllable words with open or long vowel sounds when reading decodable texts (e.g. "label", "project", "even")

Word recognition

- reads most common high-frequency words (e.g. 100 or more) in continuous text

Phonic knowledge

- reads CCVCC words (e.g. "trust"), CCCVC words (e.g. "scrap"), CCCVCC words (e.g. "thrust") and applies this knowledge when reading continuous texts

• reads words with r-controlled vowel digraphs "ar", "er", "or", "ur", "ir", writes words accordingly and applies this knowledge when reading continuous texts (e.g. "ir" - "bird", "er" - "sister", "ar" - "card", "ur" - "hurt", "or" - "word")

• applies common phonic generalisations when reading continuous texts (e.g. soft "g" - "age", hard "g" - "game")

• says and represents the new word when asked to delete a phoneme within an initial blend of a single-syllable word (e.g. "spat" - "sat")

• reads multisyllabic words with common double graphemes and applies this when reading continuous texts (e.g. "ss" - "blossom", "tt" - "letter", "zz" - "fizzy", "ff" - "offend")

• reads words with graphemes representing diphthongs when reading continuous texts (e.g. "ou" - "ground", "ow" - "cow", "oi" - "boil")

Word recognition

• reads new words containing taught grapheme-phoneme correspondences in a variety of contexts without using obvious sounding-out strategies

• reads high-frequency words within a continuous text accurately and without hesitation (see Fluency)

Phonic knowledge and word recognition

• reads less common graphemes that contain alternative spelling for phonemes (e.g. /ch/tch/j/g/) and applies this knowledge when reading continuous texts

• reads multisyllabic words, including those with prefixes and suffixes, and applies this knowledge when reading continuous texts (e.g. "in-", "ex-", "dis-", "-ful", "-able", "-ly")

• reads words with silent letters in digraphs and applies this knowledge when reading continuous texts (e.g. "kn" - "knot", "mb" - "lamb")

• reads multisyllabic words with more complex letter combinations and letter clusters (e.g. "-igh" - "right", "-tion" - "station", "-ough - "cough")

Snapshot – Communicate responsively

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

Content description

AC9LS2U01

becoming familiar with the sounds of the alphabet in Spanish, noticing that there is an additional letter when compared with English, ñ

Continuum extract

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

• notice the use of different languages they, their family or community members use to communicate

• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups

• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS2U01

becoming familiar with the sounds of the alphabet in Spanish, noticing that there is an additional letter when compared with English, ñ

Continuum extract

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

• develop positive communication skills by initiating, joining or contributing to conversations

• use a range of skills to enhance verbal and non-verbal communication

• apply verbal and non-verbal communication skills when responding to others

Snapshot – Communicate responsively

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

Content description

AC9LS2U01

imitating Spanish sounds such as j in viaje, ñ in niño, ll in calle , and rr in carro

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• notice the use of different languages they, their family or community members use to communicate
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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

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Snapshot – Communicate responsively

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

Content description

AC9LS2U01

recognising that some sounds in Spanish do not exist in English and vice versa, so they may be challenging to pronounce, for example, La letra erre, la ere

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• notice the use of different languages they, their family or community members use to communicate
• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS2U01

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Snapshot – Communicate responsively

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

Content description

AC9LS2U01

Continuum extract

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• notice the use of different languages they, their family or community members use to communicate
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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS2U01

Continuum extract

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• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others

Snapshot – Communicate responsively

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

Content description

AC9LS2U01

identifying additional consonants and digraphs in Spanish such as ñ, ch , and the pronunciation of double consonants such as ll and rr , and experimenting with the positioning of the tongue when producing these sounds

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• notice the use of different languages they, their family or community members use to communicate
• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

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Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
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• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others

Snapshot – Communicate responsively

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

Content description

AC9LS2U01

listening to familiar vocabulary and identifying h as a silent letter, for example, hola, hermano, hoy , and comparing words beginning with h in Spanish and English, hola and hello, jirafa and jelly

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• notice the use of different languages they, their family or community members use to communicate
• identify and use verbal and non-verbal communication, recognising that these may have different

meanings for familiar cultural and linguistic groups
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS2U01

listening to familiar vocabulary and identifying h as a silent letter, for example, hola, hermano, hoy , and comparing words beginning with h in Spanish and English, hola and hello, jirafa and jelly

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• apply verbal and non-verbal communication skills when responding to others

Snapshot – Communicate responsively

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

Content description

AC9LS2U01

noticing that statements and questions have different intonation, for example, ¡Fernando no está! ¿Fernando no está?, ¿María tiene cinco años?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• notice the use of different languages they, their family or community members use to communicate
• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS2U01

noticing that statements and questions have different intonation, for example, ¡Fernando no está! ¿Fernando no está?, ¿María tiene cinco años?

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Snapshot – Communicate responsively

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

Content description

AC9LS2U01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• notice the use of different languages they, their family or community members use to communicate
• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS2U01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop positive communication skills by initiating, joining or contributing to conversations
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others

Snapshot – Communicate responsively

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

Content description

AC9LS2U01

experimenting with sounds in onomatopoeic words, such as those related to animal sounds, for example, pío (cheep), quiquiriquí (cock-a-doodle-doo), miau (miaow), guau (woof), and actions, for example, bum, cataplún

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• notice the use of different languages they, their family or community members use to communicate
• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS2U01

experimenting with sounds in onomatopoeic words, such as those related to animal sounds, for example, pío (cheep), quiquiriquí (cock-a-doodle-doo), miau (miaow), guau (woof), and actions, for example, bum, cataplún

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop positive communication skills by initiating, joining or contributing to conversations
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others

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

Resource – WS01 - Parts of the body

By the end of Year 2, students use Spanish language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create text.

Students imitate the sounds and rhythms of Spanish and demonstrate understanding that Spanish has rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of Italian and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).

AC9LS2C01

recognise and respond to modelled classroom-related greetings, instructions and routines, and personal introductions

AC9LS2C02

participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues

AC9LS2U01

recognise and imitate the sounds and rhythms of Spanish

AC9LS2U02

recognise that the Roman alphabet and features of language are used to construct meaning in Spanish

AC9LS2U02

recognise that the and features of are used to construct meaning in Spanish

•

•

Elaborations

• differentiating the alphabet used in Spanish from other alphabets or , for example, those represented in used within the class

• using numbers for simple ideas, for example, telling the time to the hour, expressing age and dates, and playing games, Qué hora es? What's the time, Mr Wolf?

• noticing that the personal can be omitted in Spanish, for example, Me llamo … can be used instead of Yo me llamo …

• noticing that usually follow and are used to describe the colour, size, shape or characteristics of a person, place or object, for example, la casa grande, la pelota gris, la silla amarilla, un auto azul, una mesa cuadrada, una niña alta

• noticing endings of simple , for example, comer, bailar, hablar, correr, jugar and caminar , and using them in and expressions such as Yo hablo español. Yo juego al fútbol.

• making connections between and the end of to understand that Spanish have a gender, using a range of props and visual such as fruit la manzana or shapes la estrella

• observing gender in patterns of naming, for example, Julio/Julia, Patricio/Patricia , and noticing and using singular masculine or feminine forms of and such as el plátano delicioso, la canción chilena

• observing that days of the week and months of the year are written with lower-case letters, except at the start of

• learning the structure of simple affirmative statements, for example, Tengo un perro. Me gusta beber jugo de naranja. Gloria come verduras , and expressing simple negation in expressions, for example, No tengo mascotas. No me gusta el jugo de piña. No es un perro.

• identifying basic punctuation marks such as inverted marks and exclamation marks in expressions

• using y to list more than one item, for example, mi gusta el perro y el gato.

• recognising and using definite and indefinite with , for example, la mesa, una mesa; el niño, un niño

• recognising that Spanish have a similar structure to English , for example, Vivo en …, Tengo un perro

• recognising the use of tilde in and using some to identify people, objects or animals, for example, Yo, tú, él, ella

• using singular possessive such as mi casa, mi hermano, tu amiga , to show ownership, for example, este es mi lápiz

Students learn to:

recognise that the Roman alphabet and features of language are used to construct

(AC9LS2U02)

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

• Communicate responsively

Reading and viewing

• Phonic knowledge and word recognition

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

• Communicate responsively

Social management

• Communication

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

• Communication

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

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Engaging with cultural and linguistic diversity

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• Communication

Resources

Work Samples

WS01 - Parts of the body

Snapshot – Communicate responsively

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

Content description

AC9LS2U02

Continuum extract

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

• notice the use of different languages they, their family or community members use to communicate

• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups

• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Phonic knowledge and word recognition

Literacy: Reading and viewing: Phonic knowledge and word recognition

Content description

AC9LS2U02

Learning progression extract

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

Phonic knowledge

• reads words with taught vowel digraphs (e.g. "ee", "oo", "ay", "ai", "ea", "oa", "ow") and applies this knowledge when reading decodable texts

• reads and writes common, one- and two-syllable words with clusters of consonants (e.g. "plant", "string", "object")

• reads 2-syllable words with open or long vowel sounds when reading decodable texts (e.g. "label", "project", "even")

Word recognition

• reads most common high-frequency words (e.g. 100 or more) in continuous text

Phonic knowledge

• reads CCVCC words (e.g. "trust"), CCCVC words (e.g. "scrap"), CCCVCC words (e.g. "thrust") and applies this knowledge when reading continuous texts

• reads words with r-controlled vowel digraphs "ar", "er", "or", "ur", "ir", writes words accordingly and applies this knowledge when reading continuous texts (e.g. "ir" - "bird", "er" - "sister", "ar" - "card", "ur" - "hurt", "or" - "word")

• applies common phonic generalisations when reading continuous texts (e.g. soft "g" - "age", hard "g" - "game")

• says and represents the new word when asked to delete a phoneme within an initial blend of a single-syllable word (e.g. "spat" - "sat")
• reads multisyllabic words with common double graphemes and applies this when reading continuous texts (e.g. "ss" - "blossom", "tt" - "letter", "zz" - "fizzy", "ff" - "offend")
• reads words with graphemes representing diphthongs when reading continuous texts (e.g. "ou" - "ground", "ow" - "cow", "oi" - "boil")

Word recognition

• reads new words containing taught grapheme-phoneme correspondences in a variety of contexts without using obvious sounding-out strategies
• reads high-frequency words within a continuous text accurately and without hesitation (see Fluency)

Phonic knowledge and word recognition

• reads less common graphemes that contain alternative spelling for phonemes (e.g. /ch/tch/j/g/) and applies this knowledge when reading continuous texts
• reads multisyllabic words, including those with prefixes and suffixes, and applies this knowledge when reading continuous texts (e.g. "in-", "ex-", "dis-", "-ful", "-able", "-ly")
• reads words with silent letters in digraphs and applies this knowledge when reading continuous texts (e.g. "kn" - "knot", "mb" - "lamb")
• reads multisyllabic words with more complex letter combinations and letter clusters (e.g. "-igh" - "right", "-tion" - "station", "-ough - "cough")

Snapshot – Communicate responsively

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

Content description

AC9LS2U02

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

AC9LS2U02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop positive communication skills by initiating, joining or contributing to conversations
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others

Snapshot – Communicate responsively

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

Content description

AC9LS2U02
using numbers for simple ideas, for example, telling the time to the hour, expressing age and dates, and playing games, Qué hora es? What's the time, Mr Wolf?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• notice the use of different languages they, their family or community members use to communicate
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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS2U02

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Snapshot – Communicate responsively

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

Content description

AC9LS2U02

noticing that the personal pronoun can be omitted in Spanish, for example, Me llamo … can be used instead of Yo me llamo …

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• notice the use of different languages they, their family or community members use to communicate
• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS2U02

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Snapshot – Communicate responsively

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

Content description

AC9LS2U02

noticing that adjectives usually follow nouns and are used to describe the colour, size, shape or characteristics of a person, place or object, for example, la casa grande, la pelota gris, la silla amarilla, un auto azul, una mesa cuadrada, una niña alta

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• notice the use of different languages they, their family or community members use to communicate
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linguistic groups respond

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS2U02

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• apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS2U02

noticing endings of simple verbs, for example, comer, bailar, hablar, correr, jugar and caminar ,
and using them in modelled and formulaic expressions such as Yo hablo español. Yo juego al fútbol.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop positive communication skills by initiating, joining or contributing to conversations
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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS2U02

making connections between articles and the end of words to understand that Spanish nouns have a gender, using a range of props and visual cues such as fruit la manzana or shapes la estrella

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop positive communication skills by initiating, joining or contributing to conversations
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS2U02

observing gender in patterns of naming, for example, Julio/Julia, Patricio/Patricia , and noticing
and using singular masculine or feminine forms of nouns and adjectives such as el plátano delicioso,
la canción chilena

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop positive communication skills by initiating, joining or contributing to conversations
• use a range of skills to enhance verbal and non-verbal communication
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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS2U02

Continuum extract

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• develop positive communication skills by initiating, joining or contributing to conversations
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS2U02

learning the structure of simple affirmative statements, for example, Tengo un perro. Me gusta beber jugo de naranja. Gloria come verduras , and expressing simple negation in formulaic expressions, for example, No tengo mascotas. No me gusta el jugo de piña. No es un perro.

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

AC9LS2U02

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• develop positive communication skills by initiating, joining or contributing to conversations
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• apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS2U02

using y to list more than one item, for example, mi gusta el perro y el gato.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop positive communication skills by initiating, joining or contributing to conversations
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS2U02

recognising and using definite and indefinite articles with nouns, for example, la mesa, una mesa; el niño, un niño

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop positive communication skills by initiating, joining or contributing to conversations
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS2U02

recognising that Spanish sentences have a similar structure to English sentences, for example, Vivo en …, Tengo un perro

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS2U02

recognising the use of tilde in subject pronouns and using some pronouns to identify people, objects or animals, for example, Yo, tú, él, ella

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS2U02

using singular possessive adjectives such as mi casa, mi hermano, tu amiga , to show ownership, for example, este es mi lápiz

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

AC9LS2U03

notice that Spanish has features that may be similar to or different from English

•

Elaborations

• observing features of familiar types of such as stories, greeting cards and nursery , for example, the use of the story-starter Érase una vez … and comparing it with English

• understanding that most Spanish ending in -o are masculine and most ending in -a are feminine and that there is no grammatical gender in English

• noticing forms that are similar in English, for example, perros, niños, ojos

• noticing there are in Spanish and English, but the may be different, for example, nación – nation, estación – station, hospital – hospital, animal – animal, cereal – cereal

• creating an card that contains parallel personal information in Spanish and English, for example, nombre /name, apellidos /last name(s), edad /age, Mis amigos son … /My friends are …, Vivo en … /I live in …, tengo ... /I have …, and noticing similarities and differences in , order and structure

• comparing how Spanish commonly used in Australian English are pronounced by speakers of Spanish and English, and reasons for variation, for example, poncho, tacos, burrito, chocolate, tapas, paella, chorizo

• noticing the differences between punctuation marks in Spanish and English, for example, inverted exclamation and marks at the beginning of

• identifying that the comes before the in Spanish as opposed to after the in English, for example, perro grande, ojos bonitos

• recognising in Spanish that are borrowed from other , for example, canguro, email, chat, beicon, Panfleto

Students learn to:

notice that Spanish has features that may be similar to or different from English

(AC9LS2U03)

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

• 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 .

Engaging with cultural and linguistic diversity

• Communicate responsively

Engaging with cultural and linguistic diversity

• Communicate responsively

Engaging with cultural and linguistic diversity

• Communicate responsively

Engaging with cultural and linguistic diversity

• Communicate responsively

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Engaging with cultural and linguistic diversity

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Engaging with cultural and linguistic diversity

• Communicate responsively

Engaging with cultural and linguistic diversity

• Communicate responsively

Resources

Snapshot – Communicate responsively

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

Content description

AC9LS2U03

Continuum extract

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

• notice the use of different languages they, their family or community members use to communicate

• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups

• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communicate responsively

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

Content description

AC9LS2U03

observing features of familiar types of texts such as stories, greeting cards and nursery rhymes, for example, the use of the story-starter Érase una vez … and comparing it with English

Continuum extract

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

• notice the use of different languages they, their family or community members use to communicate

• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups

• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communicate responsively

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

Content description

AC9LS2U03

understanding that most Spanish words ending in -o are masculine and most ending in -a are feminine and that there is no grammatical gender in English

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• notice the use of different languages they, their family or community members use to communicate
• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communicate responsively

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

Content description

AC9LS2U03

noticing plural forms that are similar in English, for example, perros, niños, ojos

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• notice the use of different languages they, their family or community members use to communicate
• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communicate responsively

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

Content description

AC9LS2U03

noticing there are cognates in Spanish and English, but the pronunciation may be different, for example, nación – nation, estación – station, hospital – hospital, animal – animal, cereal – cereal

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• notice the use of different languages they, their family or community members use to communicate
• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communicate responsively

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

Content description

AC9LS2U03

creating an identity card that contains parallel personal information in Spanish and English, for example, nombre /name, apellidos /last name(s), edad /age, Mis amigos son … /My friends are …, Vivo en … /I live in …, tengo ... /I have …, and noticing similarities and differences in words, order and structure

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• notice the use of different languages they, their family or community members use to communicate

- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communicate responsively

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

Content description

AC9LS2U03

comparing how Spanish words commonly used in Australian English are pronounced by speakers of Spanish and English, and reasons for variation, for example, poncho, tacos, burrito, chocolate, tapas, paella, chorizo

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- notice the use of different languages they, their family or community members use to communicate
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Snapshot – Communicate responsively

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

Content description

AC9LS2U03

Continuum extract

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- notice the use of different languages they, their family or community members use to communicate
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- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communicate responsively

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

Content description

AC9LS2U03

identifying that the noun comes before the adjective in Spanish as opposed to after the adjective in English, for example, perro grande, ojos bonitos

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communicate responsively

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

Content description

AC9LS2U03

recognising words in Spanish that are borrowed from other languages, for example, canguro, email, chat, beicon, Panfleto

Continuum extract

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

• notice the use of different languages they, their family or community members use to communicate

• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups

• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

AC9LS2U04

notice that people use in ways that reflect cultural practices

•

•

Elaborations

• identifying terms and concepts that can be used to help understand and discuss , for example, symbols, national costumes and emblems, family traditions and ways of life

• locating Spanish-speaking communities on a world map, with support, and understanding that Spanish is the national of 21 countries and that varies greatly among these places

• recognising that Spanish is an important and influential world , spoken in different forms in many countries of the world including Australia, and that variations of and expressions exist, for example, la banana or el plátano, marrón or café

• exploring symbols and used by First Nations Australians and by Spanish-speaking communities in a range of , for example, identifying the colours of flags in Spanish and discussing what the colours represent in English

• noticing aspects of the lives of children in Spanish-speaking communities and Australia, as represented in print and digital images, video clips and stories, for example, ways of playing games and socialising, cuisines, routines, ways of with others

• comparing their own ways of communicating and making meaning, including using any other (s) they may speak

• identifying formal and informal use between people in different and situations, for example, and forms of such as tú, usted, señor(a)

• noticing expressions and terms they may hear or use in Australian English that reflect lifestyles and , such as terms associated with greetings, food, the land and sports, for example, 'g'day', 'ta', 'barbie', 'sausage sizzle', 'brekkie', 'backyard', 'billabong', 'footy'

• identifying themselves as belonging to different groups such as family, community, class or peer groups, for example, Yo soy Australiana y Chilena, Soy un niño/una niña. Estoy en la clase B, and representing these relationships through drawing pictures, adding captions to photos or digital creation

• discussing how colours or animals can represent different meanings and across , for example, blanco in Chile represents the snow of the Andes whereas in Peru it is the colour of 'peace'; or El Salvador's iconic animal, the Torogoz

Students learn to:

notice that people use language in ways that reflect cultural practices

(AC9LS2U04)

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

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

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
Engaging with cultural and linguistic diversity

• Communicate responsively
Engaging with cultural and linguistic diversity

• Communicate responsively
Engaging with cultural and linguistic diversity

• Communicate responsively
Culture

• First Nations Australian societies are diverse and have distinct cultural expressions such as
language, customs and beliefs. As First Nations Peoples of Australia, they have the right to
maintain, control, protect and develop their cultural expressions, while also maintaining the right
to control, protect and develop culture as Indigenous Cultural and Intellectual Property.
Engaging with cultural and linguistic diversity

• Communicate responsively
Engaging with cultural and linguistic diversity

• Communicate responsively
Engaging with cultural and linguistic diversity

• Communicate responsively
Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities
Engaging with cultural and linguistic diversity

• Communicate responsively
Analysing

• Interpret concepts and problems
Engaging with cultural and linguistic diversity

• Communicate responsively
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

AC9LS2U04
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the main parts of a concept or problem
• identify the main parts of a concept or problem and describe how these relate to each other
• identify and prioritise significant elements and relationships within a concept or problem
Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Com... responsively

Content description

AC9LS2U04
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• notice the use of different languages they, their family or community members use to communicate
• identify and use verbal and non-verbal communication, recognising that these may have different
meanings for familiar cultural and linguistic groups
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and
linguistic groups respond
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

AC9LS2U04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify cultural practices that are important to themselves, family and friends, and describe what they experience
• explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed
• describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LS2U04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the main parts of a concept or problem
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Snapshot – Communicate responsively

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

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Snapshot – Communicate responsively

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

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Snapshot – Communicate responsively

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

Content description

AC9LS2U04

recognising that Spanish is an important and influential world language, spoken in different forms in many countries of the world including Australia, and that variations of words and expressions exist, for example, la banana or el plátano, marrón or café

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Snapshot – Communicate responsively

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

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Snapshot – Communicate responsively

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

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Snapshot – Communicate responsively

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

Content description

AC9LS2U04

identifying formal and informal language use between people in different contexts and situations, for example, pronouns and forms of address such as tú, usted, señor(a)

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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

Content description

AC9LS2U04

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Comm
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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LS2U04
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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Comm
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Snapshot – Communicate responsively

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

Content description

AC9LS2U04
discussing how colours or animals can represent different meanings and identity across cultures, for
example, blanco in Chile represents the snow of the Andes whereas in Peru it is the colour of
'peace'; or El Salvador's iconic animal, the Torogoz
Continuum extract

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