

## (no-code)

**and in familiar and some unfamiliar to ideas, opinions and experiences about their own and others' personal worlds**

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### **Elaborations**

- initiating conversations with peers, family and others, using expressions, such as ¿Qué pasa? ¿Cómo estás hoy, profe? ¡Qué buen tiempo!
- expressing, comparing and explaining likes, dislikes and preferences, for example, Me gusta más el baloncesto que el fútbol. Me encanta la historia porque me parece interesante. Nuestro colegio es grandísimo, es el más grande de la ciudad. Lo que más me gusta hacer los fines de semana es estar con mis amigos.
- interviewing other teenagers to build relationships and share on aspects of young people's lives, such as friends, responsibilities, interests and aspirations, for example, ¿qué te gusta hacer los fines de semana? ¿qué tareas haces en casa? ¿te interesa la música? ¿qué te gustaría hacer en el futuro? , for example, 'speed peer dating', tomar un año sabático, viajar por el mundo, hacer voluntariado
- developing non-verbal and spoken techniques and strategies to maintain the flow and authenticity of conversations using spontaneous interjections, expressions and gap , for example, mira ..., ¡Vale! / ¿Me entiendes? ¡Dios mío! ¡Qué guay!
- sharing impressions of past experiences and significant events, for example, en mis vacaciones, primero fuimos a ..., después ..., durante la segunda semana ... y entonces ..., fue fenomenal ..., al final ... y ¿Qué tal tus vacaciones?
- discussing personal on topics such as acoso escolar, ideal de belleza and música , using expressions such as de ninguna manera ... claro que sí ... to link and elaborate ideas in round table discussion or debate
- using appropriate discussion strategies such as active , showing interest, acknowledging others' opinions, responding to, elaborating and extending ideas, for example, Perdona, pero no estoy de acuerdo contigo porque ..., Me parece mejor ..., ¿Qué os/les parece si ...?

Students learn to:

**initiate and sustain interactions in familiar and some unfamiliar contexts to exchange opinions and experiences about their own and others' personal worlds**

(AC9LS10EC01)

### **General capabilities and cross-curriculum priorities**

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

#### **Speaking and listening**

- Interacting

#### **Social management**

- Communication

#### **Elaborations**

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

#### **Social management**

- Communication

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- Communication

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- Communication

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- Communication

#### **Social management**

- Communication

#### **Social management**

- Communication

## **Social management**

- Communication

## **Resources**

### **Snapshot – Interacting**

#### **Literacy: Speaking and listening: Interacting**

##### **Content description**

AC9LS10EC01

##### **Learning progression extract**

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

- interacts within school context or the broader community, adjusting language and responses to suit purpose and audience
- synthesises ideas from group discussion into a common theme or hypothesis
- poses problems, hypothesises and formulates questions about abstract ideas in group situations
- restates different views and makes suggestions to negotiate agreement
- poses questions to clarify assumptions made by the speaker
- questions others to evaluate accuracy of thinking or problem-solving processes
- uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")
- interacts strategically and confidently with a broad range of interactional partners
- gives an extended explanation and evaluation of a complex concept, issue or process
- justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation
- uses language strategically to subtly align others to own perspective as appropriate to audience and purpose

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LS10EC01

##### **Continuum extract**

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

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

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LS10EC01

initiating conversations with peers, family and others, using expressions, such as ¿Qué pasa? ¿Cómo estás hoy, profe? ¡Qué buen tiempo!

##### **Continuum extract**

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

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LS10EC01

expressing, comparing and explaining likes, dislikes and preferences, for example, Me gusta más el baloncesto que el fútbol. Me encanta la historia porque me parece interesante. Nuestro colegio es grandísimo, es el más grande de la ciudad. Lo que más me gusta hacer los fines de semana es estar

con mis amigos.

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

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LS10EC01

interviewing other teenagers to build relationships and share views on aspects of young people's lives, such as friends, responsibilities, interests and aspirations, for example, ¿qué te gusta hacer los fines de semana? ¿qué tareas haces en casa? ¿te interesa la música? ¿qué te gustaría hacer en el futuro? , for example, 'speed peer dating', tomar un año sabático, viajar por el mundo, hacer voluntariado

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

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LS10EC01

developing non-verbal and spoken techniques and strategies to maintain the flow and authenticity of conversations using spontaneous interjections, expressions and gap fillers, for example, mira ..., ¡Vale! / ¿Me entiendes? ¡Dios mío! ¡Qué guay!

### **Continuum extract**

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

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LS10EC01

sharing impressions of past experiences and significant events, for example, en mis vacaciones, primero fuimos a ..., después ..., durante la segunda semana ... y entonces ..., fue fenomenal ..., al final ... y ¿Qué tal tus vacaciones?

### **Continuum extract**

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

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

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LS10EC01

discussing personal views on topics such as acoso escolar, ideal de belleza and música , using expressions such as de ninguna manera ... claro que sí ... to link and elaborate ideas in round table discussion or debate

### **Continuum extract**

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

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

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LS10EC01

using appropriate discussion strategies such as active listening, showing interest, acknowledging others' opinions, responding to, elaborating and extending ideas, for example, Perdona, pero no estoy de acuerdo contigo porque ..., Me parece mejor ..., ¿Qué os/les parece si ...?

#### **Continuum extract**

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

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

## **Resource – Spanish language resource**

### **Spanish**

#### **Language support resource**

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

Introduction

The resource provides suggestions for sequential development in 2 parts:

- Part 1 – language features and structures
- Part 2 – thematic contexts for language use.

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

Teachers can use suggestions in the resource to adapt curriculum content to meet the diverse language needs and learning backgrounds of students at different entry points into second language learning. For example, if a Year 5 student is learning Spanish for the first time, a teacher can use the cognitive demand of the Years 5 and 6 curriculum achievement standards and content descriptions combined with beginner language features and structures, and/or thematic contexts.

Language features and structures

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

Thematic contexts for language use

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

Download

## **AC9LS10EC02**

### **use Spanish in to , offer opinions and compare and discuss ideas**

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#### **Elaborations**

- participating in class discussions or to express opinions and reflect on those of others, for example, in a game of '4 corners', where students move according to their opinion and then respond to others in opposing corners, me parece que ..., ¿qué les parece?, ¡qué buena idea! no me parece una

buena idea

- expressing thoughts about the pros, cons and limitations of ideas and issues raised regarding a given topic, for example, creo que ... porque, prefiero ..., es más útil que ..., tiene menos ... que, en primer lugar, creo ... ahora creo que ..., (no) estoy de acuerdo
- participating in debates about current issues of interest, using of persuasion and suggesting possible solutions, for example, pienso+ , ¿qué opinas? en mi opinión ..., se debe ..., se puede ..., es necesario
- using slogans to support arguments, such as si no reciclas, reusa, si no reusas reduce. Pero ¡haz algo! Si no limpia, no ensucie, No arroje basura, ayude a cuidar el medio ambiente.

Students learn to:

**use Spanish language in exchanges to question, offer opinions and compare and di**

(AC9LS10EC02)

## **General capabilities and cross-curriculum priorities**

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

### **Speaking and listening**

- Interacting

### **Social management**

- Communication

### **Elaborations**

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

### **Social management**

- Communication

### **Social management**

- Communication

### **Social management**

- Communication

### **Social management**

- Communication

### **Resources**

### **Snapshot – Interacting**

#### **Literacy: Speaking and listening: Interacting**

#### **Content description**

AC9LS10EC02

#### **Learning progression extract**

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

- interacts within school context or the broader community, adjusting language and responses to suit purpose and audience
- synthesises ideas from group discussion into a common theme or hypothesis
- poses problems, hypothesises and formulates questions about abstract ideas in group situations
- restates different views and makes suggestions to negotiate agreement
- poses questions to clarify assumptions made by the speaker
- questions others to evaluate accuracy of thinking or problem-solving processes
- uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")
- interacts strategically and confidently with a broad range of interactional partners
- gives an extended explanation and evaluation of a complex concept, issue or process
- justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation
- uses language strategically to subtly align others to own perspective as appropriate to audience and purpose

### **Snapshot – Communication**

## **Personal and Social capability: Social management: Communication**

### **Content description**

AC9LS10EC02

### **Continuum extract**

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

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

### **Snapshot – Communication**

## **Personal and Social capability: Social management: Communication**

### **Content description**

AC9LS10EC02

participating in class discussions or activities to express opinions and reflect on those of others, for example, in a game of '4 corners', where students move according to their opinion and then respond to others in opposing corners, me parece que ..., ¿qué les parece?, ¡qué buena idea! no me parece una buena idea

### **Continuum extract**

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

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

### **Snapshot – Communication**

## **Personal and Social capability: Social management: Communication**

### **Content description**

AC9LS10EC02

expressing thoughts about the pros, cons and limitations of ideas and issues raised regarding a given topic, for example, creo que ... porque, prefiero ..., es más útil que ..., tiene menos ... que, en primer lugar, creo ... ahora creo que ..., (no) estoy de acuerdo

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

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

### **Snapshot – Communication**

## **Personal and Social capability: Social management: Communication**

### **Content description**

AC9LS10EC02

participating in debates about current issues of interest, using language of persuasion and suggesting possible solutions, for example, pienso+infinitive, ¿qué opinas? en mi opinión ..., se debe ..., se puede ..., es necesario

### **Continuum extract**

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

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

### **Snapshot – Communication**

## **Personal and Social capability: Social management: Communication**

### **Content description**

AC9LS10EC02

using slogans to support arguments, such as si no reciclas, reusa, si no reusas reduce. Pero ¡haz algo! Si no limpia, no ensucie, No arroje basura, ayude a cuidar el medio ambiente.

### **Continuum extract**

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

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

## **AC9LS10EC03**

**use non-verbal, spoken and written to discuss, plan and reflect on , events and experiences with peers**

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### **Elaborations**

- planning and producing resources such as websites, posters or online features about issues related to the Spanish-speaking world or wider community, such as migration or recycling , for example, creo que primero deberíamos escribir ..., es evidente que ..., una opción es ...
- emailing, messaging or using secure online applications to chat about and reflect on previously planned experiences such as a class excursion, camp, party, assembly presentation, and what they may do differently, for example, El campamento fue muy divertido, hicimos surf e hicimos una hoguera ... Pero la próxima vez traeré más comida.
- planning and playing a game of charades and reflecting on the importance of non-verbal and to make meaning
- discussing and negotiating a resolution to a common problem such as a disagreement with others, managing study commitments, or making a polite complaint, for example, ¿Qué tengo que hacer? no quiero discutir ..., no tengo tiempo para estudiar ...
- organising, planning and completing all the stages of preparation for an event such as the end of year dance, a trip, fundraiser, winter sleep out or camp trip, keeping a weekly journal about the , what they are learning, what they need to do, and a reflection after the event, considering what they may do differently next time

Students learn to:

**use non-verbal, spoken and written exchanges to discuss, plan and reflect on activities and experiences with peers**

(AC9LS10EC03)

### **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

## Resources

### Snapshot – Interacting

#### Literacy: Speaking and listening: Interacting

##### Content description

AC9LS10EC03

##### Learning progression extract

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

- interacts within school context or the broader community, adjusting language and responses to suit purpose and audience
- synthesises ideas from group discussion into a common theme or hypothesis
- poses problems, hypothesises and formulates questions about abstract ideas in group situations
- restates different views and makes suggestions to negotiate agreement
- poses questions to clarify assumptions made by the speaker
- questions others to evaluate accuracy of thinking or problem-solving processes
- uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")
- interacts strategically and confidently with a broad range of interactional partners
- gives an extended explanation and evaluation of a complex concept, issue or process
- justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation
- uses language strategically to subtly align others to own perspective as appropriate to audience and purpose

### Snapshot – Communication

#### Personal and Social capability: Social management: Communication

##### Content description

AC9LS10EC03

##### Continuum extract

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

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

### Snapshot – Collaboration

#### Personal and Social capability: Social management: Collaboration

##### Content description

AC9LS10EC03

##### Continuum extract

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

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

### Snapshot – Communication

#### Personal and Social capability: Social management: Communication

##### Content description

AC9LS10EC03

planning and producing resources such as websites, posters or online features about issues related to the Spanish-speaking world or wider community, such as migration or recycling , for example, creo que primero deberíamos escribir ..., es evidente que ..., una opción es ...

##### Continuum extract

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



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

### **Snapshot – Collaboration**

#### **Personal and Social capability: Social management: Collaboration**

##### **Content description**

AC9LS10EC03

planning and producing resources such as websites, posters or online features about issues related to the Spanish-speaking world or wider community, such as migration or recycling , for example, creo que primero deberíamos escribir ..., es evidente que ..., una opción es ...

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

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

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LS10EC03

emailing, messaging or using secure online applications to chat about and reflect on previously planned experiences such as a class excursion, camp, party, assembly presentation, and what they may do differently, for example, El campamento fue muy divertido, hicimos surf e hicimos una hoguera ... Pero la próxima vez traeré más comida.

##### **Continuum extract**

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

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

### **Snapshot – Collaboration**

#### **Personal and Social capability: Social management: Collaboration**

##### **Content description**

AC9LS10EC03

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### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LS10EC03

##### **Continuum extract**

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

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### **Snapshot – Collaboration**

## **Personal and Social capability: Social management: Collaboration**

### **Content description**

AC9LS10EC03

### **Continuum extract**

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

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

### **Snapshot – Communication**

## **Personal and Social capability: Social management: Communication**

### **Content description**

AC9LS10EC03

discussing and negotiating a resolution to a common problem such as a disagreement with others, managing study commitments, or making a polite complaint, for example, ¿Qué tengo que hacer? no quiero discutir ..., no tengo tiempo para estudiar ...

### **Continuum extract**

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

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

### **Snapshot – Collaboration**

## **Personal and Social capability: Social management: Collaboration**

### **Content description**

AC9LS10EC03

discussing and negotiating a resolution to a common problem such as a disagreement with others, managing study commitments, or making a polite complaint, for example, ¿Qué tengo que hacer? no quiero discutir ..., no tengo tiempo para estudiar ...

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

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

### **Snapshot – Communication**

## **Personal and Social capability: Social management: Communication**

### **Content description**

AC9LS10EC03

### **Continuum extract**

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

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

### **Snapshot – Collaboration**

## **Personal and Social capability: Social management: Collaboration**

### **Content description**

AC9LS10EC03

### **Continuum extract**

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

- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
- devise strategies for collaborative work and outputs in a range of contexts, building on the

perspectives, experiences and capabilities of group members

## **AC9LS10EC04**

**interpret information, ideas and in a wide range of spoken, written and respond appropriately to cultural , and**

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### **Elaborations**

- tourist brochures and travel websites about diverse locations in Spanish-speaking communities, identifying and comparing features of local lifestyles, such as food and festivals, reflecting on how modern or traditional these cultural manifestations are, for example, el Día de los Muertos being rooted in Mexico and then embraced in the USA
- obtaining information about a festival, experience, event or tourist site and a series of postcards in the of a journeying , using guiding to plan, for example, ¿Dónde estás? ¿Te gusta? ¿Por qué o por qué no? ¿Qué te ha pasado hasta ahora? ¿Qué es sorprendente? ¿Qué has aprendido hasta ahora, sobre ti mismo o sobre los demás? ¿Qué vas a hacer?
- accessing a range of on travel to Spanish-speaking countries and a dot point 'checklist' or 'to-do list' for a real or imagined travel adventure, for example, obtener un pasaporte y una visa, planificar un itinerario, comprar boletos ...
- to or First Nations Australians' stories in English, and creating a profile of them in Spanish
- watching a documentary on global issues such as el cambio climático or las redes sociales , and summarising the data in a graph or infographic to share with class
- analysing and comparing information obtained from a range of sources on topics of social and cultural interest, such as announcements, reports, interviews, and summarising and presenting information to peers in conversation, a shared website or class blog, for example, el cine latinoamericano contemporáneo, el efecto del turismo en las Islas Galápagos or los refugiados en España, la expansión del español por el mundo or las expectativas familiares y culturales
- identifying different in such as in , reports or blogs, by distinguishing between facts and opinion, for example, regarding fiestas tradicionales
- gathering information from a range of sources, including personal commentaries by Spanish-speaking peers and adults about social, historical, environmental issues or cultural aspects of Spanish-speaking communities, and using preferred mode of presentation to share information with others
- responding to imaginative by modifying key elements, for example, incorporating a new , event, humour or suspense, parodying an advertisement or devising an alternate ending to a story
- researching, presenting and taking a position on issues relating to contemporary topics such as Los efectos de las redes sociales en la vida de los jóvenes

Students learn to:

**interpret information, ideas and perspectives in a wide range of spoken, written and texts and respond appropriately to cultural context, purpose and audience**

(AC9LS10EC04)

### **General capabilities and cross-curriculum priorities**

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

#### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

#### **Reading and viewing**

- Understanding texts

#### **Speaking and listening**

- Listening

### **Elaborations**

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

#### **Inquiring**

- Identify, process and evaluate information

#### **Inquiring**

- Identify, process and evaluate information

## **Inquiring**

- Identify, process and evaluate information

## **People**

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

## **Inquiring**

- Identify, process and evaluate information

## **Inquiring**

- Identify, process and evaluate information

## **Inquiring**

- Identify, process and evaluate information

## **Inquiring**

- Identify, process and evaluate information

## **Navigating intercultural contexts**

- Adapt in intercultural exchanges

## **Futures**

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

## **Inquiring**

- Identify, process and evaluate information

## **Inquiring**

- Identify, process and evaluate information

## **Resources**

### **Snapshot – Adapt in intercultural exchanges**

#### **Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges**

##### **Content description**

AC9LS10EC04

##### **Continuum extract**

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

- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

### **Snapshot – Understanding texts**

#### **Literacy: Reading and viewing: Understanding texts**

##### **Content description**

AC9LS10EC04

##### **Learning progression extract**

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

##### **Comprehension**

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

- recognises when ideas or evidence have been omitted from a text to position the reader

### **Processes**

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

### **Vocabulary**

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

### **Comprehension**

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

### **Processes**

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

### **Vocabulary**

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

## **Snapshot – Listening**

### **Literacy: Speaking and listening: Listening**

#### **Content description**

AC9LS10EC04

#### **Learning progression extract**

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

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

## **Snapshot – Identify, process and evaluate information**

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

#### **Content description**

AC9LS10EC04

reading tourist brochures and travel websites about diverse locations in Spanish-speaking communities, identifying and comparing features of local lifestyles, such as food and festivals, reflecting on how modern or traditional these cultural manifestations are, for example, el Día de los Muertos being rooted in Mexico and then embraced in the USA

### **Continuum extract**

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

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

### **Snapshot – Identify, process and evaluate information**

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

### **Content description**

AC9LS10EC04

obtaining information about a festival, experience, event or tourist site and writing a series of postcards in the voice of a journeying character, using guiding questions to plan, for example, ¿Dónde estás? ¿Te gusta? ¿Por qué o por qué no? ¿Qué te ha pasado hasta ahora? ¿Qué es sorprendente? ¿Qué has aprendido hasta ahora, sobre ti mismo o sobre los demás? ¿Qué vas a hacer?

### **Continuum extract**

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

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

### **Snapshot – Identify, process and evaluate information**

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

### **Content description**

AC9LS10EC04

accessing a range of texts on travel to Spanish-speaking countries and writing a dot point 'checklist' or 'to-do list' for a real or imagined travel adventure, for example, obtener un pasaporte y una visa, planificar un itinerario, comprar boletos ...

### **Continuum extract**

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

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

### **Snapshot – Identify, process and evaluate information**

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

### **Content description**

AC9LS10EC04

watching a documentary on global issues such as el cambio climático or las redes sociales , and summarising the data in a graph or infographic to share with class

### **Continuum extract**

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

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources

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

### **Snapshot – Identify, process and evaluate information**

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

##### **Content description**

AC9LS10EC04

analysing and comparing information obtained from a range of sources on topics of social and cultural interest, such as announcements, reports, interviews, and summarising and presenting information to peers in conversation, a shared website or class blog, for example, el cine latinoamericano contemporáneo, el efecto del turismo en las Islas Galápagos or los refugiados en España, la expansión del español por el mundo or las expectativas familiares y culturales

##### **Continuum extract**

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

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

### **Snapshot – Identify, process and evaluate information**

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

##### **Content description**

AC9LS10EC04

identifying different perspectives in texts such as in articles, reports or blogs, by distinguishing between facts and opinion, for example, regarding fiestas tradicionales

##### **Continuum extract**

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

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

### **Snapshot – Identify, process and evaluate information**

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

##### **Content description**

AC9LS10EC04

##### **Continuum extract**

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

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

### **Snapshot – Adapt in intercultural exchanges**

#### **Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges**

##### **Content description**

AC9LS10EC04

##### **Continuum extract**

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

- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

### **Snapshot – Identify, process and evaluate information**

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

##### **Content description**

AC9LS10EC04

##### **Continuum extract**

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

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

### **Snapshot – Identify, process and evaluate information**

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

##### **Content description**

AC9LS10EC04

researching, presenting and taking a position on issues relating to contemporary topics such as Los efectos de las redes sociales en la vida de los jóvenes

##### **Continuum extract**

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

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

### **AC9LS10EC05**

#### **apply strategies to interpret and non-verbal, spoken and written and to meaning and understanding in familiar and unfamiliar**

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##### **Elaborations**

- translating or expressions that reflect culturally embedded references and concepts, for example, the sobremesa or the practice of tutear
- analysing Spanish of familiar English , identifying aspects that got 'lost in , for example, comparing the English subtitles of a movie dubbed in Spanish with the original English-speaking version and discussing what was different and why
- developing personal tools to resolve challenges such as responding to breakdowns in by rephrasing, asking peers or the teacher for clarification or , for example, Repite/a por favor. ¿Puede/s explicarlo otra vez?
- expanding awareness of 'false friends' by recognising that Spanish and English with the same origin may take a separate path in each , or with different origins may resemble each other by coincidence, for example, constipado, ropa, embarazada, campo, decepción, etc.
- identifying challenges associated with the of simple , such as short letters or conversations, and deciding whether different information or are required in the translated version, for example, , salutations, respectful terms, absence of , etc.
- evaluating the effectiveness and risks associated with online tools, for example, conducting a 'back of a well-known , and commenting on the issues and why they may occur
- identifying levels of formality in spoken and written , and considering what these about social relationships and , for example, reflections of status, authority, respect or intimacy, Disculpe.



¿Podría decirme ...? Perdona que le interrumpa, ... Me gustaría tomarme un café contigo, ¡Oye tío!,  
¿Por qué no vamos al partido mañana, ¡compa, qué bueno verte!

Students learn to:

**apply strategies to interpret and translate non-verbal, spoken and written interaction**  
**convey meaning and intercultural understanding in familiar and unfamiliar contexts**

(AC9LS10EC05)

### **General capabilities and cross-curriculum priorities**

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

#### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

#### **Reading and viewing**

- Understanding texts

#### **Speaking and listening**

- Listening

#### **Elaborations**

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

#### **Analysing**

- Interpret concepts and problems

#### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

#### **Analysing**

- Interpret concepts and problems

#### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

#### **Self-management**

- Perseverance and adaptability

#### **Analysing**

- Interpret concepts and problems

#### **Analysing**

- Interpret concepts and problems

#### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

#### **Managing and operating**

- Select and operate tools

#### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

#### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

#### **Resources**

#### **Snapshot – Adapt in intercultural exchanges**

**Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges**

#### **Content description**

AC9LS10EC05

#### **Continuum extract**

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

- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

#### **Snapshot – Understanding texts**

**Literacy: Reading and viewing: Understanding texts**

## **Content description**

AC9LS10EC05

### **Learning progression extract**

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

#### **Comprehension**

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

#### **Processes**

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

#### **Vocabulary**

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

#### **Comprehension**

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

#### **Processes**

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

#### **Vocabulary**

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

## **Snapshot – Listening**

### **Literacy: Speaking and listening: Listening**

## **Content description**

AC9LS10EC05

### **Learning progression extract**

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

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

### **Snapshot – Interpret concepts and problems**

## **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

### **Content description**

AC9LS10EC05

translating words or expressions that reflect culturally embedded references and concepts, for example, the word *sobremesa* or the practice of *tutear*

### **Continuum extract**

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

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

### **Snapshot – Adapt in intercultural exchanges**

## **Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges**

### **Content description**

AC9LS10EC05

translating words or expressions that reflect culturally embedded references and concepts, for example, the word *sobremesa* or the practice of *tutear*

### **Continuum extract**

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

- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

### **Snapshot – Interpret concepts and problems**

## **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

### **Content description**

AC9LS10EC05

### **Continuum extract**

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

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

### **Snapshot – Adapt in intercultural exchanges**

## **Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges**

### **Content description**

AC9LS10EC05

## **Continuum extract**

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

- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

## **Snapshot – Perseverance and adaptability**

### **Personal and Social capability: Self-management: Perseverance and adaptability**

#### **Content description**

AC9LS10EC05

developing personal tools to resolve communication challenges such as responding to breakdowns in communication by rephrasing, asking peers or the teacher for clarification or repetition, for example, Repite/a por favor. ¿Puede/s explicarlo otra vez?

#### **Continuum extract**

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

- select, apply and refine strategies to persevere when faced with unexpected or challenging contexts
- devise, evaluate and adapt strategies to engage with unexpected or challenging situations

## **Snapshot – Interpret concepts and problems**

### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

#### **Content description**

AC9LS10EC05

expanding awareness of 'false friends' by recognising that Spanish and English words with the same origin may take a separate path in each language, or words with different origins may resemble each other by coincidence, for example, constipado, ropa, embarazada, campo, decepción, etc.

#### **Continuum extract**

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

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

## **Snapshot – Interpret concepts and problems**

### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

#### **Content description**

AC9LS10EC05

#### **Continuum extract**

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

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

## **Snapshot – Adapt in intercultural exchanges**

### **Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges**

#### **Content description**

AC9LS10EC05

#### **Continuum extract**

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

- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

## **Snapshot – Select and operate tools**

### **Digital Literacy: Managing and operating: Select and operate tools**

## Content description

AC9LS10EC05

### Continuum extract

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

- select and use the advanced or unfamiliar features of digital tools to efficiently complete tasks
- troubleshoot common problems and automate repetitive tasks
- select and operate advanced and emerging digital tools confidently
- troubleshoot common problems systematically and seek to improve efficiency by developing new skills

## Snapshot – Adapt in intercultural exchanges

### Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

## Content description

AC9LS10EC05

### Continuum extract

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

- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

## Snapshot – Adapt in intercultural exchanges

### Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

## Content description

AC9LS10EC05

identifying levels of formality in spoken and written texts, and considering what these convey about social relationships and processes, for example, reflections of status, authority, respect or intimacy, Disculpe. ¿Podría decirme ...? Perdona que le interrumpa, ... Me gustaría tomarme un café contigo, ¡Oye tío!, ¿Por qué no vamos al partido mañana, ¡compa, qué bueno verte!

### Continuum extract

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

- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

## AC9LS10EC06

**spoken, written and , informative and imaginative , selecting vocabulary, expressions, grammatical structures and textual for familiar and some unfamiliar and , to different**

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## Elaborations

- working collaboratively to a brochure to identify aspects of their city/town/region likely to be of interest to Spanish-speaking visitors of the same age
- creating promotional and informative to promote events or to support , for example, promotion of Día de la Raza or fundraising for humanitarian help in a Spanish-speaking community
- presenting a personal or shared on topics such as fashion, music, cinema or social media, using formats such as displays, secure online posts or oral presentations to provide critical or explanatory commentary
- a journal entry, or contributing to a school newsletter in Spanish reflecting on the impact of a visit to a significant cultural location on a First Nations , and, with permission, referring to cultural knowledge of the site
- selecting picture cards, cartoons, famous digital images or rolling a 'picture die', using images of someone crying, angry, laughing, etc., and a short story or commentary using spontaneous and humour, for example, a person with a shocked face with the caption, ¡Mi cara después del examen de matemáticas!
- adapting familiar stories or fictional by creating new situations or different effects, for

example, popular cartoons such as Mafalda

- such as skits, raps or poems to amuse, entertain and other learners of Spanish, for example, a poem to a rhythmic beat
- simplified versions of classic stories such as Caperucita Roja or Los doce enanitos for a second learner
- experimenting with poetic devices such as , , to intensify emotion, or feeling to own poems, songs or , using , and to specific effects
- working in pairs to a message or social media commentary based on an example, incorporating handles, @ and # symbols, for example, ¿Cómo es el clima allí? # vamos a la playa @ Cancún
- the first, middle or last part of a in the of their choice, and exchanging with peers to the missing section following the same style, themes and , for example, Mis últimas vacaciones, El día que yo ..., Mi aventura a ...

Students learn to:

**create spoken, written and multimodal, informative and imaginative texts, selecting expressions, grammatical structures and textual conventions for familiar and some contexts and purposes, to engage different audiences**

(AC9LS10EC06)

### **General capabilities and cross-curriculum priorities**

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

#### **Creating and exchanging**

- Create, communicate and collaborate

#### **Speaking and listening**

- Speaking

#### **Writing**

- Creating texts
- Creating texts

#### **Elaborations**

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

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Country/Place**

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

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Creating and exchanging**

- Create, communicate and collaborate

#### **Social management**

- Communication

## **Resources**

### **Work Samples**

#### **WS01 - Mi vida en la escuela (My life at school)**

##### **Snapshot – Create, communicate and collaborate**

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

###### **Content description**

AC9LS10EC06

###### **Continuum extract**

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

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

##### **Snapshot – Speaking**

##### **Literacy: Speaking and listening: Speaking**

###### **Content description**

AC9LS10EC06

###### **Learning progression extract**

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

###### **Crafting ideas**

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

###### **Vocabulary**

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

###### **Crafting ideas**

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

##### **Snapshot – Creating texts**

##### **Literacy: Writing: Creating texts**

###### **Content description**

AC9LS10EC06

###### **Learning progression extract**

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

### **Crafting ideas**

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

### **Text forms and features**

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

### **Vocabulary**

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

### **Crafting ideas**

- creates sustained, informative texts that precisely explain, analyse and evaluate concepts or abstract entities
- uses structural features flexibly to organise ideas strategically (e.g. includes a defined, cogent conclusion or summation)
- creates texts with forms and features combined strategically for purpose (e.g. describes a historical event from the perspective of a secondary source)
- uses evidence and references
- creates succinct short-answer explanatory texts as well as complex, multi-staged extended texts

### **Text forms and features**

- maintains tone appropriate to the audience
- uses extended noun groups/phrases including adjectival phrases (e.g. "a sturdy construction with modern design features") (see Grammar)

### **Vocabulary**

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

## **Snapshot – Creating texts**

### **Literacy: Writing: Creating texts**

#### **Content description**

AC9LS10EC06

#### **Learning progression extract**

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

### **Crafting ideas**

- creates imaginative texts with less predictable features to emotionally and intellectually engage the reader (e.g. writes to convey character perspective)
- includes relevant, rich, evocative description



- uses literary techniques such as dialogue and vivid description, to carry the plot, develop character and create a sense of place and atmosphere
- intentionally selects structural features (e.g. includes an unpredictable ending or circular plot)
- generates, selects and crafts ideas to support a theme
- selects text form or type to effectively support ideas (e.g. adventure story, short video which provides a fictional representation of a real event)

#### **Text forms and features**

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

#### **Vocabulary**

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

#### **Crafting ideas**

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

#### **Text forms and features**

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

#### **Vocabulary**

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

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LS10EC06

##### **Continuum extract**

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

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

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LS10EC06

creating promotional and informative bilingual texts to promote events or to support activities, for example, promotion of Día de la Raza or fundraising for humanitarian help in a Spanish-speaking community

##### **Continuum extract**

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

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

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LS10EC06

### **Continuum extract**

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

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

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LS10EC06

selecting picture cards, cartoons, famous digital images or rolling a 'picture die', using images of someone crying, angry, laughing, etc., and writing a short story or commentary using spontaneous language and humour, for example, a person with a shocked face with the caption, ¡Mi cara después del examen de matemáticas!

### **Continuum extract**

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

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

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LS10EC06

adapting familiar stories or fictional characters by creating new situations or different effects, for example, popular cartoons such as Mafalda

### **Continuum extract**

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

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

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LS10EC06

### **Continuum extract**

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

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

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LS10EC06

composing simplified versions of classic stories such as Caperucita Roja or Los doce enanitos for a second language learner audience

### **Continuum extract**

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

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

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

## **Content description**

AC9LS10EC06

### **Continuum extract**

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

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

### **Snapshot – Create, communicate and collaborate**

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

### **Content description**

AC9LS10EC06

working in pairs to write a text message or social media commentary based on an example, incorporating handles, @ and # symbols, for example, ¿Cómo es el clima allí? # vamos a la playa @ Cancún

### **Continuum extract**

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

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

### **Snapshot – Communication**

## **Personal and Social capability: Social management: Communication**

### **Content description**

AC9LS10EC06

writing the first, middle or last part of a text in the genre of their choice, and exchanging with peers to write the missing section following the same style, themes and conventions, for example, Mis últimas vacaciones, El día que yo ..., Mi aventura a ...

### **Continuum extract**

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

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

### **Resource – WS01 - Mi vida en la escuela (My life at school)**

By the end of Year 10, students initiate and sustain Spanish language to exchange and compare ideas and experiences about their own and others' personal world. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in Spanish or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of spoken and written Spanish to create texts.

Students apply features of the Spanish sound system to enhance fluency and demonstrate understanding of the sound system in spoken exchanges. They select and apply knowledge of language conventions, structures and features to interact, make meaning and create texts. They support discussion of structures and features of texts, using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning Spanish, to discuss how this learning influences their ideas and ways of communicating.

## **AC9LS10EC06**

create spoken, written and multimodal, informative and imaginative texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences

## AC9LS10EU01

apply features of the Spanish sound system, including pitch, rhythm, stress, pronunciation and intonation, and show how these are represented in familiar and some unfamiliar contexts

## AC9LS10EU02

select and use structures and features of the Spanish grammatical and writing systems to enhance meaning and create spoken, written and multimodal texts

## AC9LS10EU01

**apply features of the Spanish sound system, including , , , and , and show how these are represented in familiar and some unfamiliar**

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- 

### Elaborations

- recognising the importance of appropriate , , and for making meaning and communicating, for example, estudio versus estudió, el versus él, perro versus pero
- pronouncing according to combinations, for example, gente, agua and gas , and the double ll and rr compared with the single l and r
- understanding variation in across the Spanish-speaking world, such as the of ce and ci in different regions, for example ceceo or seseo, gracias, Cecilia , and the soft sh of ll and y in Argentine Spanish, for example, calle/cashe
- using the Spanish of letters to spell and aloud, and applying correct terminology for and marks, for example, tilde, acento, diéresis
- to and reciting such as poems, stories, tongue twisters or song lyrics to familiarise themselves with the and musicality of the , for example, proverbios y cantares de Antonio Machado, Guantanamera de José Martí, Juan junta juncos junto a la zanja
- identifying the use of , , and in different audio tracks, intended and how they affect the speaker, for example, Es hora de escuchar el reportaje de ...

Students learn to:

**apply features of the Spanish sound system, including pitch, rhythm, stress, pronunciation, and show how these are represented in familiar and some unfamiliar contexts**

(AC9LS10EU01)

### General capabilities and cross-curriculum priorities

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

#### Speaking and listening

- Speaking

#### Social management

- Communication

#### Elaborations

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

#### Social management

- Communication

#### Social management

- Communication

#### Social management

- Communication

#### Social management

- Communication

#### Social management

- Communication

#### Social management

- Communication

#### Resources

## **Work Samples**

### **WS01 - Mi vida en la escuela (My life at school)**

#### **Snapshot – Speaking**

##### **Literacy: Speaking and listening: Speaking**

###### **Content description**

AC9LS10EU01

###### **Learning progression extract**

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

###### **Crafting ideas**

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

###### **Vocabulary**

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

###### **Crafting ideas**

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

#### **Snapshot – Communication**

##### **Personal and Social capability: Social management: Communication**

###### **Content description**

AC9LS10EU01

###### **Continuum extract**

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

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

#### **Snapshot – Communication**

##### **Personal and Social capability: Social management: Communication**

###### **Content description**

AC9LS10EU01

recognising the importance of appropriate intonation, stress, tone and pronunciation for making meaning and communicating, for example, estudio versus estudió, el versus él, perro versus pero

###### **Continuum extract**

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

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

### **Snapshot – Communication**

**Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LS10EU01

pronouncing consonants according to vowel combinations, for example, gente, agua and gas , and the double consonants ll and rr compared with the single l and r

#### **Continuum extract**

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

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

### **Snapshot – Communication**

**Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LS10EU01

understanding variation in pronunciation across the Spanish-speaking world, such as the pronunciation of ce and ci in different regions, for example ceceo or seseo, gracias, Cecilia , and the soft sh pronunciation of ll and y in Argentine Spanish, for example, calle/cashe

#### **Continuum extract**

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

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

### **Snapshot – Communication**

**Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LS10EU01

using the Spanish pronunciation of letters to spell words and phrases aloud, and applying correct terminology for accents and marks, for example, tilde, acento, diéresis

#### **Continuum extract**

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

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

### **Snapshot – Communication**

**Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LS10EU01

listening to and reciting texts such as poems, stories, tongue twisters or song lyrics to familiarise themselves with the rhythm and musicality of the language, for example, proverbios y cantares de Antonio Machado, Guantanamera de José Martí, Juan junta juncos junto a la zanja

#### **Continuum extract**

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

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

### **Snapshot – Communication**

**Personal and Social capability: Social management: Communication**

## Content description

AC9LS10EU01

identifying the use of pitch, rhythm, stress and intonation in different audio tracks, intended purpose and how they affect the speaker, for example, Es hora de escuchar el reportaje de ...

## Continuum extract

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

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

## Resource – Spanish language resource

### Spanish

#### Language support resource

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

Introduction

The resource provides suggestions for sequential development in 2 parts:

- Part 1 – language features and structures
- Part 2 – thematic contexts for language use.

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

Teachers can use suggestions in the resource to adapt curriculum content to meet the diverse language needs and learning backgrounds of students at different entry points into second language learning. For example, if a Year 5 student is learning Spanish for the first time, a teacher can use the cognitive demand of the Years 5 and 6 curriculum achievement standards and content descriptions combined with beginner language features and structures, and/or thematic contexts.

Language features and structures

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

Thematic contexts for language use

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

Download

## Resource – WS01 - Mi vida en la escuela (My life at school)

By the end of Year 10, students initiate and sustain Spanish language to exchange and compare ideas and experiences about their own and others' personal world. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in Spanish or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of spoken and written Spanish to create texts.

Students apply features of the Spanish sound system to enhance fluency and demonstrate understanding of the sound system in spoken exchanges. They select and apply knowledge of language conventions, structures and features to interact, make meaning and create texts. They support discussion of structures and features of texts, using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning Spanish, to discuss how this learning

influences their ideas and ways of communicating.

## **AC9LS10EC06**

create spoken, written and multimodal, informative and imaginative texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences

## **AC9LS10EU01**

apply features of the Spanish sound system, including pitch, rhythm, stress, pronunciation and intonation, and show how these are represented in familiar and some unfamiliar contexts

## **AC9LS10EU02**

select and use structures and features of the Spanish grammatical and writing systems to enhance meaning and create spoken, written and multimodal texts

## **AC9LS10EU02**

**select and use structures and features of the Spanish grammatical and systems to enhance meaning and spoken, written and**

- 
- 

### **Elaborations**

- knowing when to omit definite and indefinite , and for gender-change , for example, quiero ser ingeniera; el capital versus la capital
- using collective such as gente and familia , and noticing the use of singular , for example, La gente en Australia pasa mucho tiempo al aire libre. Mi familia tiene una casa en la playa.
- noticing some changes in meaning when the precedes the , for example, Una gran casa/Una casa grande, Un solo perro/Un perro solo
- using comparatives and superlatives, including some irregular forms, for example, mejor que ..., peor que ..., el mayor, el menor, más ... que, menos ... que, el más ..., ... ísimo/a, tan ... como
- understanding and using indefinite and , for example, alguno/a/os/as, ninguno/a/os/as, otros/as, todos/as, alguien, nadie, nada, algo, todo , noticing the constructions with a double negative, for example, No hay nadie en clase, No tenemos nada
- using possessive and demonstrative such as aquel es el tuyo, este es el mío , and neutral demonstratives ¿Qué es esto? Me gustó aquello que dijo.
- understanding the use of relative in familiar , for example, que, el/la/los/las que, quien/es, el/la cual, los/las cuales, donde
- using structures that contain direct and indirect objects, for example, ella compró flores para él, ella se las compró
- recognising different past forms such as preterite, imperfect, and past perfect, and comparing the uses with English past forms, for example, Marcos nació en Filipinas, él llamaba a su hermana cuando la necesitaba ..., hemos estudiado los tiempos pasados
- understanding and using regular and irregular forms of the preterite/ pretérito indefinido , for example, canté, bebí, escribí , and fui, estuve ; and temporal markers such as ..., ayer ..., el año pasado ... hace 2 años
- understanding and using the immediate future, –ir a + , for example, yo voy a ir al concierto con mis amigos
- recognising future and conditional and their conjugational patterns, for example, mañana iremos de excursión al zoo, me gustaría visitar México
- elaborating on ideas or providing additional details with , for example, por, para, con, sin, hacia
- understanding the function of impersonal expressions such as se necesita ..., se habla ..., se dice ..., se puede ..., hay que ...
- using cohesive devices in , for example, por lo tanto, además, sin embargo, al contrario de, de la misma manera
- forming from , for example, normalmente, seguramente, probablemente

Students learn to:

**select and use structures and features of the Spanish grammatical and writing system**



# meaning and create spoken, written and multimodal texts

(AC9LS10EU02)

## General capabilities and cross-curriculum priorities

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

### Writing

- Grammar

### Social management

- Communication

### Elaborations

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

### Social management

- Communication

### Social management

- Communication

### Social management

- Communication

### Social management

- Communication

### Social management

- Communication

### Social management

- Communication

### Social management

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### Social management

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### Social management

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### Social management

- Communication

### Social management

- Communication

### Resources

### Work Samples

## WS01 - Mi vida en la escuela (My life at school)

### Snapshot – Grammar

#### Literacy: Writing: Grammar

#### Content description

AC9LS10EU02

#### Learning progression extract

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

content.

### **Grammatical accuracy**

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

### **Group and word level**

- uses an extended range of verbs and verb groups for a particular effect (e.g. characterisation - "howls", "was trembling"; and expressing causality – "results in")
- adjusts tense in a text if required (e.g. uses simple present tense to represent "timeless" happenings (e.g. "bears hibernate in winter") and uses continuous present tense when referring to an ongoing event (e.g. "bears are becoming extinct")
- creates elaborated noun groups to build richer description by extending the noun group/phrase (e.g. "that naughty, little cattle dog, with the crooked tail, that ran away last week")
- uses possessive pronouns (e.g. "his", "hers", "theirs") and relative pronouns (e.g. "who", "which", "whom")
- uses adverbials to represent a greater range of circumstances (e.g. time – "subsequently"; place – "in their environment"; manner – "excitedly"; reason – "due to several factors")

### **Sentence level**

- selects simple, compound and complex sentences to express and connect ideas, occasionally manipulating the structure for emphasis, clarity or effect
- uses subordinating conjunctions (e.g. "even though" in "Even though a storm was predicted, the search and rescue mission still went ahead.")

### **Whole text level**

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

### **Grammatical accuracy**

- writes well-structured texts, rarely making grammatical errors

### **Group and word level**

- presents elaborated verb groups that capture nuances and complex expressions of time and probability (e.g. "he was thought to have been arriving late"; "the errors could be attributed to faulty equipment")
- selects from succinct noun groups/phrases through to highly elaborated noun groups/phrases for effect, clarity or complexity of description
- uses nominalisations to create concise noun groups/phrases
- intentionally uses a wide array of adverbials to represent a greater variety of circumstances (e.g. "with whom?" "to what extent?" "how much?" "in what role?" "by what means?" "in what manner?" "compared to what?")
- maintains subject-verb agreement in complex sentences

### **Sentence level**

- crafts both compact and lengthy sentences with challenging structures, such as embedded/relative clauses, non-finite clauses, interrupting clauses, nominalisations, passive voice
- makes more sophisticated connections between ideas by creating complex sentences expressing relationships of cause, reason, concession

### **Whole text level**

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

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LS10EU02

#### **Continuum extract**

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

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

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LS10EU02

knowing when to omit definite and indefinite articles, and adjusting for gender-change cases, for example, quiero ser ingeniera; el capital versus la capital

#### **Continuum extract**

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

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

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LS10EU02

using collective nouns such as gente and familia , and noticing the use of singular verbs, for example, La gente en Australia pasa mucho tiempo al aire libre. Mi familia tiene una casa en la playa.

#### **Continuum extract**

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

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

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LS10EU02

noticing some changes in meaning when the adjective precedes the noun, for example, Una gran casa/Una casa grande, Un solo perro/Un perro solo

#### **Continuum extract**

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

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

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LS10EU02

using comparatives and superlatives, including some irregular forms, for example, mejor que ..., peor que ..., el mayor, el menor, más ... que, menos ... que, el más ..., ... ísimo/a, tan ... como

#### **Continuum extract**

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

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

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LS10EU02

understanding and using indefinite adjectives and pronouns, for example, alguno/a/os/as, ninguno/a/os/as, otros/as, todos/as, alguien, nadie, nada, algo, todo , noticing the constructions with a double negative, for example, No hay nadie en clase, No tenemos nada

### **Continuum extract**

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

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

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LS10EU02

using possessive and demonstrative pronouns such as *aquel es el tuyo, este es el mío* , and neutral demonstratives *¿Qué es esto? Me gustó aquello que dijo.*

##### **Continuum extract**

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

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

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LS10EU02

understanding the use of relative pronouns in familiar contexts, for example, *que, el/la/los/las que, quien/es, el/la cual, los/las cuales, donde*

##### **Continuum extract**

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

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

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LS10EU02

using modelled structures that contain direct and indirect objects, for example, *ella compró flores para él, ella se las compró*

##### **Continuum extract**

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

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

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LS10EU02

recognising different past tense forms such as preterite, imperfect, and past perfect, and comparing the uses with English past tense forms, for example, *Marcos nació en Filipinas, él llamaba a su hermana cuando la necesitaba ... , hemos estudiado los tiempos pasados*

##### **Continuum extract**

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

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

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

## **Content description**

AC9LS10EU02

understanding and using regular and irregular forms of the preterite/ pretérito indefinido , for example, canté, bebí, escribí , and fui, estuve ; and temporal markers such as ..., ayer ..., el año pasado ... hace 2 años

## **Continuum extract**

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

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

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

## **Content description**

AC9LS10EU02

understanding and using the immediate future, –ir a + infinitive, for example, yo voy a ir al concierto con mis amigos

## **Continuum extract**

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

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

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

## **Content description**

AC9LS10EU02

recognising future and conditional tenses and their conjugational patterns, for example, mañana iremos de excursión al zoo, me gustaría visitar México

## **Continuum extract**

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

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

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

## **Content description**

AC9LS10EU02

elaborating on ideas or providing additional details with prepositions, for example, por, para, con, sin, hacia

## **Continuum extract**

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

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

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

## **Content description**

AC9LS10EU02

understanding the function of impersonal expressions such as se necesita ..., se habla ..., se dice ..., se puede ..., hay que ...

## **Continuum extract**

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

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

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

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LS10EU02

using cohesive devices in complex sentences, for example, por lo tanto, además, sin embargo, al contrario de, de la misma manera

#### **Continuum extract**

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

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

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LS10EU02

forming adverbs from adjectives, for example, normalmente, seguramente, probablemente

#### **Continuum extract**

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

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

## **AC9LS10EU03**

### **reflect on and evaluate Spanish , using to discuss and features**

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#### **Elaborations**

- comparing of Spanish and English versions of different types of , such as menus, weather reports, advertising, messages or horoscopes, noting differences that may be culturally significant
- understanding textual elements that provide coherence at a whole level such as cohesive devices, introductions and summaries, linked paragraphs, and sequencing of ideas, for example, por lo tanto ..., en primer lugar ..., en conclusión ...
- reflecting on how grammatical and vocabulary choices shade meaning and establish , for example, the use of formal or informal usted, ustedes/ tú, vosotros/as , the use of forms of don Juan, doña Pepa, señor Martínez, señoras y señores, damas y caballeros, Pedro y Sonia , and the use of abbreviations and slang mi cole es guay
- researching Spanish borrowed from different across time and through political, historical and social changes, such as of Arabic origin that start with the al- , for example, almanaque, alcachofa, algodón, álgebra and alcohol , and some common interjections such as ¡hola!, ¡ojalá!, ¡olé! , also derived from Arabic
- using to discuss and features in Spanish, for example, sujeto, verbo, objeto , pretérito, futuro, tiempo compuesto, participio pasado , and other features sinónimo, concordancia, párrafo
- explaining how is used differently to achieve different , for example, the use of , emoticons and acronyms in messages for the of speed and economy, and the use of slang, specialised or inclusive to establish shared interest or
- investigating how social media, globalisation, technology and popular have influenced Spanish over time, and explaining how expressions have been adapted, such as chatear, Guglear, resetear, poner algo en mi perfil, darle , or when the English is used with Spanish, for example, tomar un selfie, mover el mouse en la computadora

Students learn to:

### **reflect on and evaluate Spanish texts, using metalanguage to discuss language structure and features**

(AC9LS10EU03)

#### **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

### **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 .

### **Inquiring**

- Identify, process and evaluate information

### **Engaging with cultural and linguistic diversity**

- Communicate responsively

### **Engaging with cultural and linguistic diversity**

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- Communicate responsively

### **Engaging with cultural and linguistic diversity**

- Communicate responsively

### **Engaging with cultural and linguistic diversity**

- Communicate responsively

### **Resources**

### **Snapshot – Identify, process and evaluate information**

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

#### **Content description**

AC9LS10EU03

#### **Continuum extract**

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

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

### **Snapshot – Communicate responsively**

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

#### **Content description**

AC9LS10EU03

#### **Continuum extract**

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

- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups
- apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

### **Snapshot – Identify, process and evaluate information**

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

#### **Content description**

AC9LS10EU03

### **Continuum extract**

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

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

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LS10EU03

### **Continuum extract**

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

- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups
- apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LS10EU03

understanding textual elements that provide coherence at a whole text level such as cohesive devices, introductions and summaries, linked paragraphs, and sequencing of ideas, for example, por lo tanto ..., en primer lugar ..., en conclusión ...

### **Continuum extract**

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

- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups
- apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LS10EU03

reflecting on how grammatical and vocabulary choices shade meaning and establish register, for example, the use of formal or informal pronouns usted, ustedes/ tú, vosotros/as , the use of forms of address don Juan, doña Pepa, señor Martínez, señoras y señores, damas y caballeros, Pedro y Sonia , and the use of abbreviations and slang mi cole es guay

### **Continuum extract**

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

- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups
- apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

### **Snapshot – Communicate responsively**



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

### **Content description**

AC9LS10EU03

researching Spanish words borrowed from different languages across time and through political, historical and social changes, such as words of Arabic origin that start with the prefix al- , for example, almanaque, alcachofa, algodón, álgebra and alcohol , and some common interjections such as ¡hola!, ¡ojalá!, ¡olé! , also derived from Arabic

### **Continuum extract**

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

- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups
- apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LS10EU03

using metalanguage to discuss language structures and features in Spanish, for example, sujeto, verbo, objeto , verb tenses pretérito, futuro, tiempo compuesto, participio pasado , and other features sinónimo, concordancia, párrafo

### **Continuum extract**

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

- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups
- apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LS10EU03

### **Continuum extract**

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

- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups
- apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LS10EU03

investigating how social media, globalisation, technology and popular culture have influenced Spanish language over time, and explaining how expressions have been adapted, such as chatear, Guglear, resetear, poner algo en mi perfil, darle , or when the English word is used with Spanish, for example, tomar un selfie, mover el mouse en la computadora

### **Continuum extract**

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

- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups
- apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

## **AC9LS10EU04**

**reflect on and explain how is shaped by (s), (s), , and , and how these affect ways of communicating**

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### **Elaborations**

- recognising that Spanish continues to evolve due to exposure to other , globalisation, trends, technology, social media, and population growth and migration, for example, the natural use of Spanglish in USA
  - recognising that many Spanish-speaking countries have indigenous that are co-official Spanish , such as Guaraní in Paraguay, Catalán, Galician/gallego and vasco/Basque/Euskera in Spain, and Quiché in Guatemala, and investigating the history and links between and how they are maintaining or contributing to cultural
  - recognising that Spanish co-exists with multiple indigenous and in many Spanish-speaking countries, and that this reflects the cultural and linguistic of these nations, for example, the recognition of many co-official in Mexico
  - reflecting on and explaining the protocols required to authentically co-create an Acknowledgement of with a First Nations Australian, to present in Spanish to a group of Spanish-speaking visitors at a school assembly
  - exploring the influence of Latin-American popular in the United States and the rest of the world, for example, movies, music, television channels, 'telenovelas', sport, rituals, festivals, etc.
  - considering how regional and national influence the use of and sense of relating to place/country, for example, Catalan/catalán or Basque/vasco , north or south regions of Chile, sierra versus costa
  - interviewing peers, family members or guests about the experience of using more than one , for example, by asking , Do you identify more strongly with one ? Do you express yourself differently in each ? Do you feel like the same 'you' when each ?
  - discussing ways in which learning a different can lead to new ways of thinking or experiences, for example, understanding of others' way of life, empathy for second learners, breaking down or assumptions, developing patience and resilience and the ability to self-reflect
  - analysing such as advertisements, brochures, catalogues, graffiti and websites in Spanish that show different representations of , reflecting on use, images and symbols, for example, the slogan pura vida
  - researching heraldry, crests and coats of arms from Spanish-speaking countries and sporting teams, for example, Chile with the crowned Huemul and Condor and motto, Por la razón o la fuerza , creating their own family or personal crest with symbols and a slogan/motto important to their , and a descriptive explanation
  - discussing and reflecting on the nature and role of and its expression through , for example, noting own or understandings about , and as a result of learning and using Spanish
- Students learn to:

**reflect on and explain how identity is shaped by language(s), culture(s), attitudes, b values, and how these affect ways of communicating**

(AC9LS10EU04)

### **General capabilities and cross-curriculum priorities**

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

#### **Engaging with cultural and linguistic diversity**

- Develop multiple perspectives

#### **Reflecting on culture and cultural diversity**

- Reflect on the relationship between cultures and identities

#### **Social awareness**

- Empathy

## **Elaborations**

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

### **Engaging with cultural and linguistic diversity**

- Develop multiple perspectives

### **Reflecting on culture and cultural diversity**

- Reflect on the relationship between cultures and identities

### **Engaging with cultural and linguistic diversity**

- Develop multiple perspectives

### **Reflecting on culture and cultural diversity**

- Reflect on the relationship between cultures and identities

### **Engaging with cultural and linguistic diversity**

- Develop multiple perspectives

## **Country/Place**

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

### **Reflecting on culture and cultural diversity**

- Reflect on the relationship between cultures and identities

### **Engaging with cultural and linguistic diversity**

- Develop multiple perspectives

## **Social awareness**

- Empathy

### **Reflecting on culture and cultural diversity**

- Reflect on the relationship between cultures and identities

### **Navigating intercultural contexts**

- Respond to biases, stereotypes, prejudices and discrimination

## **Social awareness**

- Empathy

### **Engaging with cultural and linguistic diversity**

- Develop multiple perspectives

## **Resources**

### **Snapshot – Develop multiple perspectives**

#### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop multiple perspectives**

#### **Content description**

AC9LS10EU04

#### **Continuum extract**

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

- consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices
- analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

### **Snapshot – Reflect on the relationship between cultures and identities**

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

#### **Content description**

AC9LS10EU04

#### **Continuum extract**

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

- identify and describe beliefs, values and cultural practices that have changed over time and those

that have remained the same, drawing on examples from within, between and across cultural groups

- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

### **Snapshot – Empathy**

#### **Personal and Social capability: Social awareness: Empathy**

##### **Content description**

AC9LS10EU04

##### **Continuum extract**

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

- acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own
- evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness

### **Snapshot – Develop multiple perspectives**

#### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop multiple perspectives**

##### **Content description**

AC9LS10EU04

##### **Continuum extract**

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

- consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices
- analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

### **Snapshot – Reflect on the relationship between cultures and identities**

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

##### **Content description**

AC9LS10EU04

##### **Continuum extract**

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

- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

### **Snapshot – Develop multiple perspectives**

#### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop multiple perspectives**

##### **Content description**

AC9LS10EU04

recognising that many Spanish-speaking countries have indigenous languages that are co-official Spanish languages, such as Guaraní in Paraguay, Catalán, Galician/gallego and vasco/Basque/Euskera in Spain, and Quiché in Guatemala, and investigating the history and links between languages and how they are maintaining or contributing to cultural identity

##### **Continuum extract**

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

- consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices
- analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

### **Snapshot – Reflect on the relationship between cultures and identities**

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

## **relationship between cultures and identities**

### **Content description**

AC9LS10EU04

recognising that many Spanish-speaking countries have indigenous languages that are co-official Spanish languages, such as Guaraní in Paraguay, Catalán, Galician/gallego and vasco/Basque/Euskera in Spain, and Quiché in Guatemala, and investigating the history and links between languages and how they are maintaining or contributing to cultural identity

### **Continuum extract**

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

- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

### **Snapshot – Develop multiple perspectives**

#### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop multiple perspectives**

### **Content description**

AC9LS10EU04

### **Continuum extract**

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

- consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices
- analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

### **Snapshot – Reflect on the relationship between cultures and identities**

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

### **Content description**

AC9LS10EU04

### **Continuum extract**

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

- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

### **Snapshot – Develop multiple perspectives**

#### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop multiple perspectives**

### **Content description**

AC9LS10EU04

considering how regional and national perspectives influence the use of language and sense of identity relating to place/country, for example, Catalan/catalán or Basque/vasco, north or south regions of Chile, sierra versus costa

### **Continuum extract**

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

- consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices
- analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

### **Snapshot – Empathy**

#### **Personal and Social capability: Social awareness: Empathy**

## **Content description**

AC9LS10EU04

### **Continuum extract**

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

- acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own
- evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness

## **Snapshot – Reflect on the relationship between cultures and identities**

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

## **Content description**

AC9LS10EU04

### **Continuum extract**

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

- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

## **Snapshot – Respond to biases, stereotypes, prejudices and discrimination**

### **Intercultural Understanding: Navigating intercultural contexts: Respond to biases, prejudices and discrimination**

## **Content description**

AC9LS10EU04

### **Continuum extract**

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

- analyse the origins of biases, stereotypes and prejudices affecting interactions and the representation of groups, proposing actions to build awareness of experiences or impacts
- apply learning to promote the wellbeing of people within unfamiliar intercultural exchanges, proposing actions to challenge biases, stereotypes, prejudices and discrimination

## **Snapshot – Empathy**

### **Personal and Social capability: Social awareness: Empathy**

## **Content description**

AC9LS10EU04

### **Continuum extract**

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

- acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own
- evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness

## **Snapshot – Develop multiple perspectives**

### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop multiple perspectives**

## **Content description**

AC9LS10EU04

### **Continuum extract**

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

- consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices
- analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives