

(no-code)

and in familiar related to students' personal worlds and school environment

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Elaborations

- selecting forms of and greetings appropriate to the time of day, relationship and , in spoken and written , for example, Querida abuela, Hola María, Estimado señor
- sharing personal information about routines and tasks, hopes and dreams, for example, El proximo año ..., Quiero ser ..., El fin de semana espero ir a ..., El lunes tengo que limpiar ...
- thanking, inviting or congratulating one another using , for example, Gracias por tu ayuda. ¿Quieres venir a mi fiesta de cumpleaños el sábado? Enhorabuena/Felicitaciones por tu medalla.
- expressing feelings and emotions about experiences such as Estoy emocionado por la fiesta. Estoy triste porque ... ¡Qué guay! ¡Qué chévere! ¡Qué lindo!
- apologising and expressing concern or sympathy to friends and family members in written and spoken , for example, Lo siento mucho, Disculpa por ..., ¡Cuidate! Te quiero.
- expressing preferences and opinions, for example, En mi opinion el chocolate es más delicioso que ..., Me encanta la ciencia porque es interesante. Hacer los deberes es aburrido. Prefiero comer helado. Me encanta ... porque es el mejor. Me fascina la música de ...; Me mola ...; No me parece bien ...; ¡Qué chulo!
- showing reactions, understanding and interest by using strategies such as asking and using conversation , for example, Entiendo; ¿Y tú? Yo también; Claro; sí, sí, vale, de acuerdo, ¡Qué hermoso!; ¡Qué rico! ; including single-word answers, such as nada, tampoco, un poco

Students learn to:

initiate and sustain modelled exchanges in familiar contexts related to students' personal worlds and school environment

(AC9LS6C01)

General capabilities and cross-curriculum priorities

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

Engaging with cultural and linguistic diversity

- Communicate responsively

Speaking and listening

- Interacting

Elaborations

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

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Engaging with cultural and linguistic diversity

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Engaging with cultural and linguistic diversity

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Resources

Snapshot – Communicate responsively

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

Content description

AC9LS6C01

Continuum extract

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

- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LS6C01

Learning progression extract

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

- interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
- presents simple ideas clearly in group situations
- actively encourages or supports other speakers
- shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)
- uses language to initiate interactions in a small group situation (e.g. "I have an idea")
- critically evaluate ideas and claims made by a speaker
- explains new learning from interacting with others
- appropriately presents an alternative point to the previous speaker
- initiates interactions confidently in group and whole-class discussions
- poses pertinent questions to make connections between a range of ideas
- uses open questions to prompt a speaker to provide more information
- clarifies task goals and negotiates roles in group learning
- monitors discussion to manage digression from the topic
- identifies and articulates the perspective of a speaker, to move a conversation forward
- interacts within school context or the broader community, adjusting language and responses to suit purpose and audience
- synthesises ideas from group discussion into a common theme or hypothesis
- poses problems, hypothesises and formulates questions about abstract ideas in group situations
- restates different views and makes suggestions to negotiate agreement
- poses questions to clarify assumptions made by the speaker
- questions others to evaluate accuracy of thinking or problem-solving processes

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

Snapshot – Communicate responsively

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

Content description

AC9LS6C01

selecting forms of address and greetings appropriate to the time of day, relationship and context, in spoken and written interactions, for example, Querida abuela, Hola María, Estimado señor

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS6C01

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

Snapshot – Communicate responsively

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

Content description

AC9LS6C01

sharing personal information about routines and tasks, hopes and dreams, for example, El proximo año ..., Quiero ser ..., El fin de semana espero ir a ..., El lunes tengo que limpiar ...

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Snapshot – Communication

Personal and Social capability: Social management: Communication

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Snapshot – Communicate responsively

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

Content description

AC9LS6C01

thanking, inviting or congratulating one another using formulaic language, for example, Gracias por tu ayuda. ¿Quieres venir a mi fiesta de cumpleaños el sábado? Enhorabuena/Felicitaciones por tu medalla.

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Snapshot – Communicate responsively

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

Content description

AC9LS6C01

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Personal and Social capability: Social management: Communication

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Snapshot – Communicate responsively

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

Content description

AC9LS6C01

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Personal and Social capability: Social management: Communication

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Snapshot – Communicate responsively

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

Content description

AC9LS6C01

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Personal and Social capability: Social management: Communication

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Snapshot – Communicate responsively

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

Content description

AC9LS6C01

showing reactions, understanding and interest by using strategies such as asking questions and using conversation fillers, for example, Entiendo; ¿Y tú? Yo también; Claro; sí, sí, vale, de acuerdo, ¡Qué hermoso!; ¡Qué rico! ; including single-word answers, such as nada, tampoco, un poco

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Snapshot – Communication

Personal and Social capability: Social management: Communication

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AC9LS6C01

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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

AC9LS6C02

participate in that involve planning and negotiating with others, using that expresses information, preferences and ideas

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Elaborations

- participating in an for an assembly, school or class event or , and creating promotional materials to encourage people to attend, for example, Ven y saluda a ..., Ven/venga a la feria el lunes ... de ... a las ..., Entrada/gratuita, Visita la página ..., Bienvenidos a ...
- working with others to resources for the school community to promote school and goals, for example, producing a poster to encourage recycling, or making signs to promote actions and behaviour, Por favor reciclar las botellas. Camina/baja/sube por la izquierda. Permanece en silencio. Ayuda a tu compañero. ¿Te parece bien?
- checking on own and/or others' understanding and progress during learning tasks, by asking and making suggestions such as ¿Está bien así? ¿Qué significa ...? Podemos hacer ..., ¿Cómo se escribe ...? ¿Ya terminaste? Terminé/No he acabado. Necesito más tiempo, No entiendo ..., Tengo una pregunta
- delegating roles and tasks with peers to plan for and participate in an event of interest, for example, ¡Celebremos ...! ¿Cuándo podemos celebrar el día de maestro? ¿Dónde? ¿Cuándo? ¿A qué hora? Tú puedes hacer ..., yo puedo ..., yo cortaré
- developing a range of interview to ask a real or imagined Spanish-speaking guest, for example, ¿De dónde es? ¿A qué se dedica? ¿Qué trabajo tiene? ¿Cuándo llegó a Australia? ¿Dónde vive?
- participating in real or imagined transactions that involve negotiation, requesting information, considering options, buying and selling, for example, ¿Cuánto cuesta? ¿Qué colores tienen? ¿Tienen descuento? ¡Qué caro! ¡Qué chulo! Puedo llevar el pantalón/los pantalones rojo(s). ¿Qué talla tiene? quiero/prefiero la camiseta verde
- creating digital displays, presentations or for family, friends or school community, to showcase their progress in learning and using Spanish, for example, Me gusta estudiar español porque ...
- demonstrating numeracy, negotiation and decision-making skills by agreeing with a partner about how to spend a set amount such as 500 Euro or 1500 Argentine Peso, justifying purchases, adding up

amounts and expressing personal preferences, for example, Compramos un ..., El total son 200 euros, 300 restantes

- working in a team to solve a puzzle or problem, for example, clues and making decisions about where to go around the school, Ve a un lugar donde puedes comprar comida/practicar deportes/lavar sus/tus manos/leer libros

Students learn to:

participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas

(AC9LS6C02)

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

Futures

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

Social management

- Communication
- Collaboration

Social management

- Communication
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Resources

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LS6C02

Learning progression extract

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

- interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
- presents simple ideas clearly in group situations
- actively encourages or supports other speakers
- shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)
- uses language to initiate interactions in a small group situation (e.g. "I have an idea")
- critically evaluate ideas and claims made by a speaker
- explains new learning from interacting with others
- appropriately presents an alternative point to the previous speaker
- initiates interactions confidently in group and whole-class discussions
- poses pertinent questions to make connections between a range of ideas
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- 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")

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS6C02

Continuum extract

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LS6C02

Continuum extract

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

- perform designated roles within groups, appreciating everyone's contributions to a shared outcome
- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS6C02

participating in an activity for an assembly, school or class event or performance, and creating promotional materials to encourage people to attend, for example, Ven y saluda a ..., Ven/venga a la feria el lunes ... de ... a las ..., Entrada/gratuita, Visita la página ..., Bienvenidos a ...

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Personal and Social capability: Social management: Collaboration

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS6C02

working with others to create resources for the school community to promote school values and goals, for example, producing a poster to encourage recycling, or making signs to promote actions and behaviour, Por favor reciclar las botellas. Camina/baja/sube por la izquierda. Permanece en silencio. Ayuda a tu compañero. ¿Te parece bien?

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS6C02

checking on own and/or others' understanding and progress during learning tasks, by asking questions and making suggestions such as ¿Está bien así? ¿Qué significa ...? Podemos hacer ..., ¿Cómo se escribe ...? ¿Ya terminaste? Terminé/No he acabado. Necesito más tiempo, No entiendo ..., Tengo una pregunta

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Snapshot – Collaboration

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS6C02

delegating roles and tasks with peers to plan for and participate in an event of interest, for example, ¡Celebremos ...! ¿Cuándo podemos celebrar el día de maestro? ¿Dónde? ¿Cuándo? ¿A qué hora? Tú puedes hacer ..., yo puedo ..., yo cortaré

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS6C02

developing a range of interview questions to ask a real or imagined Spanish-speaking guest, for example, ¿De dónde es? ¿A qué se dedica? ¿Qué trabajo tiene? ¿Cuándo llegó a Australia? ¿Dónde vive?

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS6C02

participating in real or imagined transactions that involve negotiation, requesting information, considering options, buying and selling, for example, ¿Cuánto cuesta? ¿Qué colores tienen? ¿Tienen descuento? ¡Qué caro! ¡Qué chulo! Puedo llevar el pantalón/los pantalones rojo(s). ¿Qué talla tiene? quiero/prefiero la camiseta verde

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Personal and Social capability: Social management: Communication

Content description

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Continuum extract

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- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LS6C02

creating digital displays, presentations or performances for family, friends or school community, to showcase their progress in learning and using Spanish, for example, Me gusta estudiar español porque

...

Continuum extract

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

- perform designated roles within groups, appreciating everyone's contributions to a shared outcome
- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS6C02

demonstrating numeracy, negotiation and decision-making skills by agreeing with a partner about how to spend a set amount such as 500 Euro or 1500 Argentine Peso, justifying purchases, adding up amounts and expressing personal preferences, for example, Compramos un ..., El total son 200 euros, 300 restantes

Continuum extract

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LS6C02

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collaborative outputs

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS6C02

working in a team to solve a puzzle or problem, for example, reading clues and making decisions about where to go around the school, Ve a un lugar donde puedes comprar comida/practicar deportes/lavar sus/tus manos/leer libros

Continuum extract

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LS6C02

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

AC9LS6C03

locate and information and ideas in a range of spoken, written and , and respond in different ways to suit

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-

Elaborations

- researching topics of interest, such as leisure, recycling, migration, cuisine, sport or geographical features in Spanish-speaking communities, using a range of sources like magazine , books, websites, etc., and organising and sharing the information in print or digital format
- to, and viewing and extracting key points relating to aspects of life in Spanish-speaking communities, such as family structures, urban and rural lifestyles, young people's interests, and daily routines, and answering in Spanish or English, for example, what is the most popular sport? What is the population of ...? How is your family structure the same/different from ...? What is your impression of ...?
- comparing main , events and ideas encountered in different types of imaginative by responding to , for example, ¿Quién es el personaje principal? ¿Qué pasa primero/después? ¿Por qué hizo ...? ¿Cuál es la moraleja del cuento? ¿Cómo te sientes después de ver el vídeo?
- to or viewing First Nations Australian stories in English and responding to them using , expressions and in Spanish
- adapting an informative or imaginary by resequencing events, adding a new element, changing the location, or creating an alternative ending
- discussing key messages and cultural elements in creative , such as the moral of a fable/story, an idea or value in a song, or a quality of a , for example, El/Ella es extrovertido/a, simpático/a, travieso/a

- responding to famous artworks and images such as works by Botero, Frida Kahlo or Picasso, with simple or , for example, Este cuadro me gusta porque tiene muchos colores. Este mural es más original que el otro.
- playing charades or a miming game with peers, incorporating hand and actions requiring the to interpret non-verbal clues, and using Spanish / to guess the meaning within a set time, for example, frío, nadar, avión, leer, monstruo
- to a simple procedure/method such as a recipe or craft , and extracting keywords such as quantities and to complete the product or task, for example, cortar por la mitad, poner una cucharada de azúcar
- a short about a holiday destination or a weather report for an event or camp, and deciding as a class or in groups a list of what to bring/pack, justifying their reasons, for example, Necesitamos una chaqueta porque hace frío. Podemos llevar ropa de baño para nadar. Tenemos que ir en bus/autobús.
- using graphic organisers to information in ways that suit specific and content, for example, lists or tables to show priorities, Venn diagrams to compare statistics or ideas, graphs to highlight frequency or timelines to narrate sequences of events

Students learn to:

locate and process information and ideas in a range of spoken, written and multimedial texts and respond in different ways to suit purpose

(AC9LS6C03)

General capabilities and cross-curriculum priorities

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

Inquiring

- Identify, process and evaluate information

Reading and viewing

- Understanding texts

Speaking and listening

- Listening

Elaborations

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

Inquiring

- Identify, process and evaluate information

Inquiring

- Identify, process and evaluate information

Inquiring

- Identify, process and evaluate information

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

Inquiring

- Identify, process and evaluate information

Inquiring

- Identify, process and evaluate information

Inquiring

- Identify, process and evaluate information

Resources

Snapshot – Identify, process and evaluate information

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

Content description

AC9LS6C03

Continuum extract

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

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9LS6C03

Learning progression extract

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

Comprehension

- reads and views elementary texts (see Text complexity)
- locates information or details embedded in the text
- identifies the main idea in an elementary text
- identifies the purpose of a broad range of informative, imaginative and persuasive texts (e.g. advertisements, diary entry)
- draws inferences and identifies supporting evidence in the text
- monitors the development of ideas using language and visual features (e.g. topic sentences, key verbs, graphs)
- recognises that texts can present different points of view
- distinguishes between fact and opinion in texts
- compares and contrasts texts on the same topic to identify how authors represent the same ideas differently

Processes

- integrates phonic knowledge, word recognition skills, grammatical and contextual knowledge to read elementary texts (see Phonic knowledge and word recognition and Fluency)
- identifies language features that signal purpose in an elementary text (e.g. diagrams, dialogue)
- uses strategies to predict and confirm meaning (e.g. uses sentence structure to predict how ideas will be developed)
- navigates texts using common signposting devices such as headings, subheadings, paragraphs, navigation bars and links

Vocabulary

- interprets creative use of figurative language (e.g. metaphor, simile, onomatopoeia)
- interprets unfamiliar words using grammatical knowledge, morphological knowledge and etymological knowledge
- describes the language and visual features of texts using metalanguage (e.g. grammatical terms such as "cohesion", "tense", "noun groups/phrases")
- recognises how synonyms are used to enhance a text (e.g. "transport", "carry", "transfer")
- draws on knowledge of word origin to work out meaning of discipline-specific terms (e.g. "universe")

- recognises how evaluative and modal words are used to influence the reader (e.g. "important", "should", "dirty")

Comprehension

- reads and views some moderately complex texts (see Text complexity)
- accurately retells a text including most relevant details
- identifies main idea and related or supporting ideas in moderately complex texts (see Text complexity)
- evaluates the accuracy within and across texts on the same topic
- explains how authors use evidence and supporting detail to build and verify ideas
- draws inferences and verifies using textual evidence

Processes

- monitors reading for meaning using grammatical and contextual knowledge (see Fluency)
- explains how textual features support the text's purpose
- identifies and explains techniques used to present perspective (e.g. emotive or descriptive language, order in which ideas are presented)
- predicts the development of ideas based on a partial read (e.g. predicts the final chapter of a narrative, drawing on understanding of the textual features in the previous chapters)
- uses prior knowledge and context to read unknown words (e.g. uses morphemic knowledge of "explosion" to decode "explosive" and uses context and knowledge of metaphorical use of language to understand "explosive outburst")
- uses knowledge of cohesive devices to track meaning throughout a text (e.g. connectives such as "however", "on the other hand") (see Grammar)
- uses knowledge of the features and conventions of the type of text to build meaning (e.g. recognises that the beginning of a persuasive text may introduce the topic and the line of argument)
- identifies language features used to present opinions or points of view
- skims and scans texts for key words to track the development of ideas
- uses sophisticated punctuation to support meaning (e.g. commas to separate clauses in complex sentences)

Vocabulary

- uses knowledge of prefixes and suffixes to read and interpret unfamiliar words
- identifies how technical and discipline-specific words develop meaning in texts
- analyses the effect of antonyms, synonyms and idiomatic language
- understands precise meaning of words with similar connotations (e.g. "generous", "kind-hearted", "charitable")

Comprehension

- reads and views complex texts (see Text complexity)
- identifies the main themes or concepts in complex texts by synthesising key ideas or information
- summarises the text, identifying key details only
- draws inferences, synthesising clues and evidence across a text
- builds meaning by actively linking ideas from a number of texts or a range of digital sources
- distils information from a number of texts according to task and purpose (e.g. uses graphic organisers)
- identifies different interpretations of the text citing evidence from a text
- evaluates language features for relevance to purpose and audience
- analyses texts that have more than one purpose and explains how parts of the text support a particular purpose
- analyses the use of language appropriate to different types of texts (e.g. compare the use of pun in imaginative and persuasive texts)
- identifies techniques used to obscure author's purpose (e.g. inclusion or omission of content)

Processes

- uses processes such as predicting, confirming predictions, monitoring, and connecting relevant elements of the text to build or repair meaning
- uses knowledge of a broader range of cohesive devices to track meaning (e.g. word associations) (see Grammar)
- selects reading or viewing strategies appropriate to reading purpose (e.g. scans text for evidence)

- judiciously selects texts for learning area tasks and purposes

Vocabulary

- identifies language used to create tone or atmosphere
- analyses language and visual features in texts using metalanguage (e.g. cohesion, interpretation, figurative)
- applies knowledge of base words and word origins to understand the meaning of unfamiliar, discipline-specific words
- uses a range of context and grammatical cues to understand unfamiliar words
- interprets complex figurative language (e.g. euphemisms, hyperbole)

Snapshot – Listening

Literacy: Speaking and listening: Listening

Content description

AC9LS6C03

Learning progression extract

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

- responds to elementary texts (see Text complexity)
- listens purposefully to texts to identify specific learning area content
- recalls specific information from a learning area text
- attends to sequence when recounting ideas
- infers meaning that may be less obvious (e.g. infers beach context from hearing background sounds of seagulls and surf)
- describes tone and intonation of spoken text (e.g. "she spoke with an angry tone")
- retells a familiar story with some possible minor adaptations
- selects appropriate listening strategies (e.g. asking questions to elicit extra information, rephrasing others' contributions to check own comprehension)
- listens for cohesive vocabulary to support comprehension (e.g. listens for temporal connectives such as "first", "then", "finally" and conjunctions such as "also" to identify next section in text)
- responds to moderately complex texts (see Text complexity)
- responds to texts with unfamiliar content
- identifies main ideas of a spoken text using supporting details
- identifies purpose and intended audience of a spoken text
- infers layered meaning from texts (e.g. musical overlay that creates mood)
- asks relevant questions to extend understanding
- describes language and audio features of the text
- responds to complex texts (see Text complexity)
- identifies and analyses how spoken language is used for different effects
- explains the use of intonation, pausing, rhythm and phrasing to give emphasis and weight to ideas
- selects appropriate listening strategies for planned and unplanned situations (e.g. records and organises information from a text in a table or with detailed notes)
- explains how vocabulary is used for impact on the target audience

Snapshot – Identify, process and evaluate information

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

Content description

AC9LS6C03

Continuum extract

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

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources

- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

Snapshot – Identify, process and evaluate information

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

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- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

Snapshot – Identify, process and evaluate information

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

Content description

AC9LS6C03

comparing main characters, events and ideas encountered in different types of imaginative texts by responding to questions, for example, ¿Quién es el personaje principal? ¿Qué pasa primero/después? ¿Por qué hizo ...? ¿Cuál es la moraleja del cuento? ¿Cómo te sientes después de ver el vídeo?

Continuum extract

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

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Snapshot – Identify, process and evaluate information

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

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Snapshot – Identify, process and evaluate information

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

Content description

AC9LS6C03

discussing key messages and cultural elements in creative texts, such as the moral of a fable/story, an idea or value in a song, or a quality of a character, for example, El/Ella es extrovertido/a, simpático/a, travieso/a

Continuum extract

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Snapshot – Identify, process and evaluate information

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

Content description

AC9LS6C03

responding to famous artworks and images such as works by Botero, Frida Kahlo or Picasso, with simple words or phrases, for example, Este cuadro me gusta porque tiene muchos colores. Este mural es más original que el otro.

Continuum extract

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

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study
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- compare information and opinion that can be verified against claims based on personal preference
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- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

Snapshot – Identify, process and evaluate information

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

Content description

AC9LS6C03

playing charades or a miming game with peers, incorporating hand gestures and actions requiring the audience to interpret non-verbal clues, and using Spanish words/sentences to guess the meaning within a set time, for example, frío, nadar, avión, leer, monstruo

Continuum extract

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

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study
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- 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

Snapshot – Identify, process and evaluate information

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

Content description

AC9LS6C03

listening to a simple procedure/method such as a recipe or craft activity, and extracting keywords such as quantities and verbs to complete the product or task, for example, cortar por la mitad, poner una cucharada de azúcar

Continuum extract

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

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study
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- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

Snapshot – Identify, process and evaluate information

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

Content description

AC9LS6C03

reading a short text about a holiday destination or a weather report for an event or camp, and deciding as a class or in groups a list of what to bring/pack, justifying their reasons, for example, Necesitamos una chaqueta porque hace frío. Podemos llevar ropa de baño para nadar. Tenemos que ir en bus/autobús.

Continuum extract

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

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
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Snapshot – Identify, process and evaluate information

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

Content description

AC9LS6C03

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- 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

AC9LS6C04

apply strategies to interpret and meaning in Spanish in familiar non-verbal, spoken and written cultural

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-

Elaborations

- identifying and expressions that do not directly from Spanish into English, for example, tomar el pelo, meter la pata, saltarse la clase de español, ¡Es pan comido! ¡Es papaya!
- collecting examples of 'false friends' encountered when translating between Spanish and English, for example, carpeta /folder, contestar /answer, pie /foot, éxito /success, introducir /insert, and explaining how these could confusion and misunderstanding
- and expressions encountered in simple such as greeting cards, menus or story titles, that do not easily into English and that reflect aspects of from the Spanish-speaking world, for example, Hoy es mi santo, Siesta, Feliz Día de Reyes. ¡Buen provecho!
- translating to identify differences in elements such as levels of politeness or directness in public signs, for example, No pisar el césped. Prohibido comer y beber. Silencio, por favor.
- creating Spanish versions of Australian school signs and notices that reflect rules, locations and , considering why some or expressions require freer than others, for example, at the sports oval, the canteen, library, out of bounds, sick room, 'No hat, no play', no littering, gym, toilet versus bathroom, for example, ¡Ponte el sombrero! ¡Recoge tu basura! Levanta la mano antes de preguntar, No te olvides de reciclar, ¡Bajad la voz!
- using dictionaries and online tools to captions, menus or timetables, comparing results and noticing problems associated with and equivalence
- creating resources such as flashcards, walls, and parallel lists of Spanish and English expressions to aid in everyday with friends, students, visitors and family, for example, hasta luego /see you later, no pasa nada /no worries, guay /cool
- discussing strategies and techniques to resolve a breakdown in and misunderstandings, or to interpret cultural information, keep the conversation going, request , for example, ¿Puede repetir, por favor? ¿Puede escribir su número de teléfono, por favor?
- applying active or skills to with and comprehend Spanish , using a range of responses, for example, 'stop and jot' sticky notes, graphic organisers, response stems, or creating a set of coded symbols to help them visualise their thinking and ideas such as, heart = mi parte favorita

Students learn to:

apply strategies to interpret and convey meaning in Spanish language in familiar non and written cultural contexts

(AC9LS6C04)

General capabilities and cross-curriculum priorities

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

Analysing

- Interpret concepts and problems

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

Analysing

- Interpret concepts and problems

Analysing

- Interpret concepts and problems

Analysing

- Interpret concepts and problems

Analysing

- Interpret concepts and problems

Analysing

- Interpret concepts and problems

Managing and operating

- Select and operate tools

Analysing

- Interpret concepts and problems

Analysing

- Interpret concepts and problems

Analysing

- Interpret concepts and problems

Resources

Work Samples

WS01 - Animals of Venezuela

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LS6C04

Continuum extract

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

- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9LS6C04

Learning progression extract

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

Comprehension

- reads and views elementary texts (see Text complexity)
- locates information or details embedded in the text
- identifies the main idea in an elementary text
- identifies the purpose of a broad range of informative, imaginative and persuasive texts (e.g. advertisements, diary entry)
- draws inferences and identifies supporting evidence in the text
- monitors the development of ideas using language and visual features (e.g. topic sentences, key verbs, graphs)
- recognises that texts can present different points of view
- distinguishes between fact and opinion in texts
- compares and contrasts texts on the same topic to identify how authors represent the same ideas differently

Processes

- integrates phonic knowledge, word recognition skills, grammatical and contextual knowledge to read elementary texts (see Phonic knowledge and word recognition and Fluency)
- identifies language features that signal purpose in an elementary text (e.g. diagrams, dialogue)
- uses strategies to predict and confirm meaning (e.g. uses sentence structure to predict how ideas will be developed)
- navigates texts using common signposting devices such as headings, subheadings, paragraphs, navigation bars and links

Vocabulary

- interprets creative use of figurative language (e.g. metaphor, simile, onomatopoeia)
- interprets unfamiliar words using grammatical knowledge, morphological knowledge and etymological knowledge
- describes the language and visual features of texts using metalanguage (e.g. grammatical terms)

such as "cohesion", "tense", "noun groups/phrases")

- recognises how synonyms are used to enhance a text (e.g. "transport", "carry", "transfer")
- draws on knowledge of word origin to work out meaning of discipline-specific terms (e.g. "universe")
- recognises how evaluative and modal words are used to influence the reader (e.g. "important", "should", "dirty")

Comprehension

- reads and views some moderately complex texts (see Text complexity)
- accurately retells a text including most relevant details
- identifies main idea and related or supporting ideas in moderately complex texts (see Text complexity)
- evaluates the accuracy within and across texts on the same topic
- explains how authors use evidence and supporting detail to build and verify ideas
- draws inferences and verifies using textual evidence

Processes

- monitors reading for meaning using grammatical and contextual knowledge (see Fluency)
- explains how textual features support the text's purpose
- identifies and explains techniques used to present perspective (e.g. emotive or descriptive language, order in which ideas are presented)
- predicts the development of ideas based on a partial read (e.g. predicts the final chapter of a narrative, drawing on understanding of the textual features in the previous chapters)
- uses prior knowledge and context to read unknown words (e.g. uses morphemic knowledge of "explosion" to decode "explosive" and uses context and knowledge of metaphorical use of language to understand "explosive outburst")
- uses knowledge of cohesive devices to track meaning throughout a text (e.g. connectives such as "however", "on the other hand") (see Grammar)
- uses knowledge of the features and conventions of the type of text to build meaning (e.g. recognises that the beginning of a persuasive text may introduce the topic and the line of argument)
- identifies language features used to present opinions or points of view
- skims and scans texts for key words to track the development of ideas
- uses sophisticated punctuation to support meaning (e.g. commas to separate clauses in complex sentences)

Vocabulary

- uses knowledge of prefixes and suffixes to read and interpret unfamiliar words
- identifies how technical and discipline-specific words develop meaning in texts
- analyses the effect of antonyms, synonyms and idiomatic language
- understands precise meaning of words with similar connotations (e.g. "generous", "kind-hearted", "charitable")

Comprehension

- reads and views complex texts (see Text complexity)
- identifies the main themes or concepts in complex texts by synthesising key ideas or information
- summarises the text, identifying key details only
- draws inferences, synthesising clues and evidence across a text
- builds meaning by actively linking ideas from a number of texts or a range of digital sources
- distils information from a number of texts according to task and purpose (e.g. uses graphic organisers)
- identifies different interpretations of the text citing evidence from a text
- evaluates language features for relevance to purpose and audience
- analyses texts that have more than one purpose and explains how parts of the text support a particular purpose
- analyses the use of language appropriate to different types of texts (e.g. compare the use of pun in imaginative and persuasive texts)
- identifies techniques used to obscure author's purpose (e.g. inclusion or omission of content)

Processes

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

- uses knowledge of a broader range of cohesive devices to track meaning (e.g. word associations) (see Grammar)
- selects reading or viewing strategies appropriate to reading purpose (e.g. scans text for evidence)
- judiciously selects texts for learning area tasks and purposes

Vocabulary

- identifies language used to create tone or atmosphere
- analyses language and visual features in texts using metalanguage (e.g. cohesion, interpretation, figurative)
- applies knowledge of base words and word origins to understand the meaning of unfamiliar, discipline-specific words
- uses a range of context and grammatical cues to understand unfamiliar words
- interprets complex figurative language (e.g. euphemisms, hyperbole)

Snapshot – Listening

Literacy: Speaking and listening: Listening

Content description

AC9LS6C04

Learning progression extract

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

- responds to elementary texts (see Text complexity)
- listens purposefully to texts to identify specific learning area content
- recalls specific information from a learning area text
- attends to sequence when recounting ideas
- infers meaning that may be less obvious (e.g. infers beach context from hearing background sounds of seagulls and surf)
- describes tone and intonation of spoken text (e.g. "she spoke with an angry tone")
- retells a familiar story with some possible minor adaptations
- selects appropriate listening strategies (e.g. asking questions to elicit extra information, rephrasing others' contributions to check own comprehension)
- listens for cohesive vocabulary to support comprehension (e.g. listens for temporal connectives such as "first", "then", "finally" and conjunctions such as "also" to identify next section in text)
- responds to moderately complex texts (see Text complexity)
- responds to texts with unfamiliar content
- identifies main ideas of a spoken text using supporting details
- identifies purpose and intended audience of a spoken text
- infers layered meaning from texts (e.g. musical overlay that creates mood)
- asks relevant questions to extend understanding
- describes language and audio features of the text
- responds to complex texts (see Text complexity)
- identifies and analyses how spoken language is used for different effects
- explains the use of intonation, pausing, rhythm and phrasing to give emphasis and weight to ideas
- selects appropriate listening strategies for planned and unplanned situations (e.g. records and organises information from a text in a table or with detailed notes)
- explains how vocabulary is used for impact on the target audience

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LS6C04

identifying words and expressions that do not translate directly from Spanish into English, for example, tomar el pelo, meter la pata, saltarse la clase de español, ¡Es pan comido! ¡Es papaya!

Continuum extract

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

- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that

approaches may change depending on the subject or learning area

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LS6C04

collecting examples of ‘false friends’ encountered when translating between Spanish and English, for example, carpeta /folder, contestar /answer, pie /foot, éxito /success, introducir /insert, and explaining how these could create confusion and misunderstanding

Continuum extract

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

- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LS6C04

interpreting words and expressions encountered in simple texts such as greeting cards, menus or story titles, that do not translate easily into English and that reflect aspects of culture from the Spanish-speaking world, for example, Hoy es mi santo, Siesta, Feliz Día de Reyes. ¡Buen provecho!

Continuum extract

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

- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LS6C04

translating texts to identify differences in elements such as levels of politeness or directness in public signs, for example, No pisar el césped. Prohibido comer y beber. Silencio, por favor.

Continuum extract

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

- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LS6C04

creating Spanish versions of Australian school signs and notices that reflect rules, locations and values, considering why some words or expressions require freer translation than others, for example, at the sports oval, the canteen, library, out of bounds, sick room, ‘No hat, no play’, no littering, gym, toilet versus bathroom, for example, ¡Ponte el sombrero! ¡Recoge tu basura! Levanta la mano antes de preguntar, No te olvides de reciclar, ¡Bajad la voz!

Continuum extract

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

- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LS6C04

Continuum extract

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

- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

Snapshot – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9LS6C04

Continuum extract

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

- select and use a range of digital tools to complete tasks
- attempt to solve a problem individually and with peers before seeking help
- select and use the core features of digital tools to efficiently complete tasks
- troubleshoot basic problems and identify repetitive tasks to automate
- select and use the advanced or unfamiliar features of digital tools to efficiently complete tasks
- troubleshoot common problems and automate repetitive tasks

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LS6C04

creating bilingual resources such as flashcards, word walls, and parallel lists of Spanish and English expressions to aid translations in everyday interactions with friends, exchange students, visitors and family, for example, hasta luego /see you later, no pasa nada /no worries, guay /cool

Continuum extract

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

- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LS6C04

discussing strategies and techniques to resolve a breakdown in communication and misunderstandings, or to interpret cultural information, keep the conversation going, request repetition, for example, ¿Puede repetir, por favor? ¿Puede escribir su número de teléfono, por favor?

Continuum extract

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

- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LS6C04

applying active reading or listening skills to engage with and comprehend Spanish texts, using a range of responses, for example, 'stop and jot' sticky notes, graphic organisers, response question stems, or creating a set of coded symbols to help them visualise their thinking and ideas such as, heart = mi parte favorita

Continuum extract

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

- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

Resource – WS01 - Animals of Venezuela

By the end of Year 6, students initiate and use strategies to maintain interactions in Spanish language that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Spanish or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type.

Students apply rules for pronunciation and intonation, spelling and punctuation, and modelled structures, when creating and responding in Spanish. They compare language structures and features in Spanish and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.

AC9LS6C04

apply strategies to interpret and convey meaning in Spanish language in familiar non-verbal, spoken and written cultural contexts

AC9LS6C05

create and present a range of informative and imaginative spoken, written and multimodal texts using a variety of modelled sentence structures to sequence information and ideas, and conventions appropriate to text type

AC9LS6U02

use knowledge of modelled grammatical structures and formulaic expressions to compose and respond to texts, using appropriate punctuation and textual conventions

AC9LS6C05

and present a range of informative and imaginative spoken, written and using a variety of structures to sequence information and ideas, and appropriate to type

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-

Elaborations

- representing themselves as a digital in a montage, making choices about the design, content and used, for example, Tengo ... años de edad. Vivo en ... en una casa grande con mi ..., Mi dirección es ..., Mi correo electrónico es ..., Todos los sábados, yo juego al tenis con mis ..., Mi padre/madre se llama ..., Mis padres son estrictos. Quiero ser piloto.
- presenting factual information relating to cultural and events of significance in the Spanish-speaking world, for example, la fiesta de los reyes magos, carnavales in Central and South America, procesiones religiosas, día de la independencia , supporting information with a range of visual, secure digital and resources
- information relating to significant people, places or events in different formats, for example, an advertisement or poster for an event, a profile of a Spanish-speaking celebrity or a digital guide to a place of interest
- producing a class print or digital poster, locating and describing, in Spanish, a specific First Nations location in a local or regional , or elsewhere in Australia
- creating and games to and entertain younger children, highlighting aspects of Spanish and Hispanic , for example, songs, raps, tongue twisters, digital displays, scripted plays, big books, puppet shows
- using key features of different types of and applying the vocabulary in different , for example, a shopping list serves as a reminder to self and consists of items and quantities, whereas a shopping transaction involves and negotiation
- creating, performing and recording/filming own , for example, an advertisement for a new product, a photo story, a cartoon, a poster for an imagined event
- experimenting with different techniques to capture traits, emotions, thoughts and feelings through the use of speech/thought bubbles, captions and in comic strips, storyboards, animations, subtitles
- creating an instructive video for a procedure such as a recipe, dance or experiment, using appropriate and such as imperative forms, for example, añade, da un paso a la derecha/izquierda, corta, remueve, amasa , vocabulary for sequencing primero, luego, después, finalmente and quantities, un kilo, 300 gramos, la harina; fruta; mantequilla, un poco de ...
- a diary entry or keeping a journal about personal experiences, using first person and past , and informal to record events and thoughts and feelings, for example, Este año me gustan las matemáticas, pero el examen fue difícil

Students learn to:

create and present a range of informative and imaginative spoken, written and multi-media texts using a variety of modelled sentence structures to sequence information and ideas, and choose appropriate to text type

(AC9LS6C05)

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

People

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

Social management

- Communication

Social management

- Communication

Creating and exchanging

- Create, communicate and collaborate

Social management

- Communication

Social management

- Communication

Creating and exchanging

- Create, communicate and collaborate

Social management

- Communication

Social management

- Communication

Resources

Work Samples

WS01 - Animals of Venezuela

Snapshot – Create, communicate and collaborate

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

Content description

AC9LS6C05

Continuum extract

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

- use the core features of a range of digital tools to create content and communicate and collaborate with peers and trusted adults
- select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups
- select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9LS6C05

Learning progression extract

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

Crafting ideas

- creates detailed spoken texts on a broad range of learning area topics
- includes details and elaborations to expand ideas
- uses connectives to signal a change in relationship (e.g. "however", "although", "on the other hand") or to show causal relationships (e.g. "due to", "since") (see Grammar)
- uses a range of expressions to introduce an alternative point of view (e.g. "in my opinion", "he did not agree with")
- rehearses spoken text to accommodate time and technology
- controls tone, volume, pitch and pace to suit content and audience
- uses technologies or audio and visual features to enhance spoken text (e.g. videos a spoken presentation with music, sound effect enhancements)

Vocabulary

- uses a broader range of more complex noun groups/phrases to expand description (e.g. "protective,

outer covering")

- selects more specific and precise words to replace general words (e.g. uses "difficult" or "challenging" for "hard")
- uses some rhetorical devices (e.g. "don't you agree?")

Crafting ideas

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

Vocabulary

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

Crafting ideas

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

Vocabulary

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

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9LS6C05

Learning progression extract

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

Crafting ideas

- creates informative, imaginative and persuasive texts for a range of learning area purposes, such as to recount a sequence of events; to describe a person, thing or process; to explain a process; to argue with evidence or reasons; to express emotions
- includes learnt ideas on a range of topics from learning areas
- stages text using typical or familiar features such as an introduction and body paragraphs
- supports ideas with some detail and elaboration (e.g. expands on a topic sentence by adding more details in following sentences)

- uses sources to support ideas (e.g. introduces ideas from a shared text to add detail and engage the reader)

Text forms and features

- writes a range of compound and complex sentences (see Grammar)
- uses pronouns correctly to link to an object or person across the text (see Grammar)
- uses images to reinforce ideas in written text
- maintains consistent tense within and between sentences (see Grammar)
- groups sentences on related ideas into simple paragraphs
- uses cohesive vocabulary to indicate order, cause and effect (e.g. uses text connectives such as "next", "since")
- correctly spells some words with irregular spelling patterns (e.g. "cough") (see Spelling)
- applies learnt spelling generalisations
- accurately spells high-frequency words (see Spelling)
- consistently uses correct simple punctuation (e.g. uses commas in a list) (see Punctuation)

Vocabulary

- uses expressive words to describe action and affect the reader (e.g. "tiptoed" instead of "walked")
- uses vocabulary creatively to affect the reader (e.g. repetition, alliteration)
- uses synonyms to replace common and generic words and avoid repetition across a text (e.g. "thrilled" for "excited")
- uses a range of learning area topic words (e.g. "environment", "equipment")

Crafting ideas

- creates informative texts for a broader range of learning area purposes (e.g. explains a life cycle of a butterfly, recounts a process, describes an artwork)
- includes structural features appropriate to the type of text and task such as opening statements to define the topic and at least 2 body paragraphs
- includes ideas which are relevant to the topic and purpose of the text
- organises information into paragraphs to support the reader
- includes a relevant graphic to support the reader (e.g. diagram or photo)

Text forms and features

- uses cohesive devices to signpost sections of text (e.g. uses text connectives such as "finally", "as a result", "in addition")
- uses present or timeless present tense consistently throughout text (e.g. "bears hibernate in winter") (see Grammar)
- selects visual and audio features to expand ideas in written texts (e.g. diagrams, tables, images)
- uses adjectives to create more accurate description (e.g. "the warm-blooded mammal") (see Grammar)

Vocabulary

- uses a range of technical and subject specific words to add detail and authority to information (e.g. "hibernate" instead of "sleep")

Crafting ideas

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

Text forms and features

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

- uses formatting appropriately to reference and label graphics

Vocabulary

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

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9LS6C05

Learning progression extract

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

Crafting ideas

- creates informative, imaginative and persuasive texts for a range of learning area purposes, such as to recount a sequence of events; to describe a person, thing or process; to explain a process; to argue with evidence or reasons; to express emotions
- includes learnt ideas on a range of topics from learning areas
- stages text using typical or familiar features such as an introduction and body paragraphs
- supports ideas with some detail and elaboration (e.g. expands on a topic sentence by adding more details in following sentences)
- uses sources to support ideas (e.g. introduces ideas from a shared text to add detail and engage the reader)

Text forms and features

- writes a range of compound and complex sentences (see Grammar)
- uses pronouns correctly to link to an object or person across the text (see Grammar)
- uses images to reinforce ideas in written text
- maintains consistent tense within and between sentences (see Grammar)
- groups sentences on related ideas into simple paragraphs
- uses cohesive vocabulary to indicate order, cause and effect (e.g. uses text connectives such as "next", "since")
- correctly spells some words with irregular spelling patterns (e.g. "cough") (see Spelling)
- applies learnt spelling generalisations
- accurately spells high-frequency words (see Spelling)
- consistently uses correct simple punctuation (e.g. uses commas in a list) (see Punctuation)

Vocabulary

- uses expressive words to describe action and affect the reader (e.g. "tiptoed" instead of "walked")
- uses vocabulary creatively to affect the reader (e.g. repetition, alliteration)
- uses synonyms to replace common and generic words and avoid repetition across a text (e.g. "thrilled" for "excited")
- uses a range of learning area topic words (e.g. "environment", "equipment")

Crafting ideas

- creates imaginative texts for a broader range of learning area purposes (e.g. narrates a historical event)
- includes structural features appropriate to the type of text such as orientation, complication and resolution
- includes ideas which are relevant to the purpose of the text (e.g. includes ideas to develop simple narrative theme of good and evil)
- organises events into a sequence with a predictable ending

Text forms and features

- uses cohesive devices to link ideas (e.g. uses word associations such as repetition, synonyms and antonyms)
- uses pronouns to track multiple characters (e.g. "Peter and Leanne ... he ... they ... she ... them")
- maintains a point of view (e.g. writes predominantly in first person)
- uses complex noun groups/phrases to create more accurate description (e.g. "that tangy, lemon-scented aroma")

- selects visual and audio features to expand ideas in written texts (e.g. matches images to points in a text)
- uses simple figurative devices (e.g. simile)

Vocabulary

- uses a range of learnt topic words and words from other authors

Crafting ideas

- creates imaginative texts that experiment with textual features (e.g. reinterprets or creates alternative versions of songs or stories)
- selects structural elements to suit the purpose (e.g. uses a series of events to build a complication, includes an ending that resolves the complication)
- uses ideas that support a less familiar underpinning theme or concept (e.g. survival or heroism)
- uses actions and events to develop the character
- orients the reader to the imaginary premise (e.g. character/s and situation and may pre-empt the conclusion)
- creates a cohesive text by integrating narrative elements (e.g. character, setting and events)

Text forms and features

- uses cohesive devices to develop ideas across the text (e.g. uses lexical cohesion such as word associations and synonyms)
- includes salient visual and audio features to enhance the text
- intentionally tightens a text by leaving out words that can be readily inferred from the context (e.g. "Kokou must be hungry. But he was not [hungry].")
- selects a point of view appropriate to the purpose and audience
- uses figurative devices such as personification and metaphor (e.g. "the fairy lights danced along the street")

Vocabulary

- uses vivid and less predictable vocabulary to affect the reader (e.g. "stroll", "prowl" for "walk")
- uses words to create imagery (e.g. "the wind whistled and swirled around her")
- uses vocabulary to evoke humour (e.g. pun)

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS6C05

representing themselves as a digital character in a montage, making choices about the design, content and language used, for example, Tengo ... años de edad. Vivo en ... en una casa grande con mi ..., Mi dirección es ..., Mi correo electrónico es ..., Todos los sábados, yo juego al tenis con mis ..., Mi padre/madre se llama ..., Mis padres son estrictos. Quiero ser piloto.

Continuum extract

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS6C05

presenting factual information relating to cultural activities and events of significance in the Spanish-speaking world, for example, la fiesta de los reyes magos, carnavales in Central and South America, procesiones religiosas, día de la independencia, supporting information with a range of visual, secure digital and multimodal resources

Continuum extract

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS6C05

Continuum extract

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS6C05

Continuum extract

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS6C05

Continuum extract

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

Snapshot – Create, communicate and collaborate

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

Content description

AC9LS6C05

Continuum extract

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

- use the core features of a range of digital tools to create content and communicate and collaborate with peers and trusted adults
- select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups
- select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS6C05

Continuum extract

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS6C05

Continuum extract

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

Snapshot – Create, communicate and collaborate

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

Content description

AC9LS6C05

creating an instructive video for a procedure such as a recipe, dance or experiment, using appropriate language features and text structures such as imperative verb forms, for example, añade, da un paso a la derecha/izquierda, corta, remueve, amasa , vocabulary for sequencing primero, luego, después, finalmente and quantities, un kilo, 300 gramos, la harina; fruta; mantequilla, un poco de

...

Continuum extract

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

- use the core features of a range of digital tools to create content and communicate and collaborate with peers and trusted adults
- select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups
- select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS6C05

creating an instructive video for a procedure such as a recipe, dance or experiment, using appropriate language features and text structures such as imperative verb forms, for example, añade, da un paso a la derecha/izquierda, corta, remueve, amasa , vocabulary for sequencing primero, luego, después, finalmente and quantities, un kilo, 300 gramos, la harina; fruta; mantequilla, un poco de

...

Continuum extract

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS6C05

writing a diary entry or keeping a journal about personal experiences, using first person and past tense, and modelled informal language to record events and convey thoughts and feelings, for example, Este año me gustan las matemáticas, pero el examen fue difícil

Continuum extract

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

AC9LS6U01

apply knowledge of combinations of sounds, , and patterns to develop and to known and

-
-

Elaborations

- understanding how , , and assist meaning when individual are unfamiliar, for example, ¡Qué miedo! ¡Rápido! ¡Vamos! ¡Arriba! ¡Sigue, adelante! ¡Muévete! ¡Tranquilo!
- distinguishing the of individual sounds in such as miércoles, viernes, bien, veinte, murciélago
- using their knowledge of Spanish to identify and enunciate such bistec, menú, básquetbol/baloncesto, chat, champú, bumerán, baipás, gol, hamburguesa
- applying their knowledge of sounds to reproduce the of d/t, p/b/ m/n at the beginning of or combinations such as ce/ci, ga/gi, gue/gui ja/gi , to read such as todo, garaje, probable, mano, jardín, Cecilia, gigante, gimnasio
- recognising variation in Spanish in particular regions, for example, the of s, z in corazón, zapatos, ll in llamarse for Argentina and Uruguay and j in Ecuador and Venezuela
- applying phonic knowledge to spell unknown , for example, estrella, llamar, tortilla, taxi, México
- understanding the function of to indicate where the falls on a and learning to insert these into their own work using secure
- reciting Spanish tongue twisters to develop , and , for example, Cuando cuentas cuentos, cuenta. De generación en generación. Buscaba el bosque Francisco, un vasco bizco, muy brusco, y al verlo le dijo un chusco, ¿Busca el bosque, vasco bizco?

Students learn to:

apply knowledge of combinations of sounds, syllables, pronunciation and intonation

develop fluency and rhythm to known words and phrases

(AC9LS6U01)

General capabilities and cross-curriculum priorities

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

Engaging with cultural and linguistic diversity

- Communicate responsively

Speaking and listening

- Speaking

Elaborations

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

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

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Social management

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- Communicate responsively

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Resources

Snapshot – Communicate responsively

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

Content description

AC9LS6U01

Continuum extract

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

- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9LS6U01

Learning progression extract

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

Crafting ideas

- creates detailed spoken texts on a broad range of learning area topics
- includes details and elaborations to expand ideas
- uses connectives to signal a change in relationship (e.g. "however", "although", "on the other hand") or to show causal relationships (e.g. "due to", "since") (see Grammar)
- uses a range of expressions to introduce an alternative point of view (e.g. "in my opinion", "he did not agree with")
- rehearses spoken text to accommodate time and technology
- controls tone, volume, pitch and pace to suit content and audience
- uses technologies or audio and visual features to enhance spoken text (e.g. videos a spoken presentation with music, sound effect enhancements)

Vocabulary

- uses a broader range of more complex noun groups/phrases to expand description (e.g. "protective, outer covering")

- selects more specific and precise words to replace general words (e.g. uses "difficult" or "challenging" for "hard")
- uses some rhetorical devices (e.g. "don't you agree?")

Crafting ideas

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

Vocabulary

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

Crafting ideas

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

Vocabulary

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

Snapshot – Communicate responsively

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

Content description

AC9LS6U01

understanding how pitch, stress, intonation and rhythm assist meaning when individual words are unfamiliar, for example, ¡Qué miedo! ¡Rápido! ¡Vamos! ¡Arriba! ¡Sigue, adelante! ¡Muévete! ¡Tranquilo!

Continuum extract

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

- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural

and linguistic groups

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS6U01

understanding how pitch, stress, intonation and rhythm assist meaning when individual words are unfamiliar, for example, ¡Qué miedo! ¡Rápido! ¡Vamos! ¡Arriba! ¡Sigue, adelante! ¡Muévete! ¡Tranquilo!

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- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

Snapshot – Communicate responsively

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

Content description

AC9LS6U01

distinguishing the pronunciation of individual sounds in diphthongs such as miércoles, viernes, bien, veinte, murciélago

Continuum extract

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

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

Personal and Social capability: Social management: Communication

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Snapshot – Communicate responsively

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

Content description

AC9LS6U01

using their knowledge of Spanish pronunciation to identify and enunciate loan words such as bistec, menú, básquetbol/baloncesto, chat, champú, bumerán, baipás, gol, hamburguesa

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS6U01

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Snapshot – Communicate responsively

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

Content description

AC9LS6U01

applying their knowledge of consonant sounds to reproduce the pronunciation of d/t, p/b/ m/n at the beginning of words or consonant vowel combinations such as ce/ci, ga/gi, gue/gui ja/gi , to read words such as todo, garaje, probable, mano, jardín, Cecilia, gigante, gimnasio

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Snapshot – Communication

Personal and Social capability: Social management: Communication

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AC9LS6U01

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Snapshot – Communicate responsively

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

Content description

AC9LS6U01

recognising variation in Spanish in particular regions, for example, the pronunciation of s, z in corazón, zapatos, ll in llamarse for Argentina and Uruguay and j in Ecuador and Venezuela

Continuum extract

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

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS6U01

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Snapshot – Communicate responsively

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

Content description

AC9LS6U01

applying phonic knowledge to spell unknown words, for example, estrella, llamar, tortilla, taxi, México

Continuum extract

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

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Snapshot – Communicate responsively

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

Content description

AC9LS6U01

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS6U01

Continuum extract

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Snapshot – Communicate responsively

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

Content description

AC9LS6U01

reciting Spanish tongue twisters to develop pronunciation, intonation and fluency, for example, Cuando cuentas cuentos, cuenta. De generación en generación. Buscaba el bosque Francisco, un vasco bizco, muy brusco, y al verlo le dijo un chusco, ¿Busca el bosque, vasco bizco?

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS6U01

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Continuum extract

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and

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

AC9LS6U02

use knowledge of grammatical structures and expressions to compose and respond to , using appropriate punctuation and textual

-
-

Elaborations

- applying appropriate punctuation, such as inverted and exclamation marks at the start of , for example, ¿Qué tal? ¡Cuidado!; ¿Qué onda? ¿Qué hay de nuevo?
- noticing that there are multiple in Spanish for 'to be', ser , for example, José es mi hermano and estar , for example, Estoy cansada , and experimenting with these in their own to show the different uses, for example, Tengo hambre. Hace sol
- constructing using forms of present and past in , for example, Ayer fui a la playa y hoy voy al parque , and describing intended actions using the near future ir + a + , for example, Mañana, Manuel va a cenar pollo.
- using a variety of forms, for example, the conditional mode as a , expression, Me gustaría ser maestro de español. No me gustaría vivir en una ciudad grande.
- using a range of of location to give directions, for example, La biblioteca está al lado del hospital, La escuela está enfrente del parque
- using a range of to make requests or ask for specific information, for example, ¿Cuál es tu número de teléfono? ¿Quieres jugar en el patio? ¿Dónde estudias?
- linking ideas and providing more information using such as y, pero, porque, también , for example, Me gusta cantar, pero prefiero bailar porque es divertido. No me gusta ver la televisión porque es aburrido. Mi comida favorita es el pescado, pero también como carne.

- indicating frequency using in or responses to , such as siempre, a veces, nunca , and noticing the flexibility of order in relation to and , for example, En verano, voy siempre a la playa/En verano, voy a la playa siempre/ En verano, siempre voy a la playa
- using ordinal numbers, for example, Rosario Arjona es la primera de la lista. Luis vive en la quinta planta , and using knowledge of single and double-digit number patterns to count larger quantities
- consolidating the use of gender and number agreement between , and , for example, Tengo un libro nuevo. Las montañas rocosas son muy bonitas.
- using a wide range of comparatives, for example, tan ... como ..., más ... que ..., menos ... que..., Australia es más grande que Europa
- applying the omission of by looking at endings and conjugations, for example, vivo en Australia, (Ella) Es Lourdes, Estudio en la escuela
- recognising similar spelling stems such as pera, mandarina, piña, piscina , including composite , for example, educación física, centro comercial, estación de tren, polideportivo

Students learn to:

use knowledge of modelled grammatical structures and formulaic expressions to co texts, using appropriate punctuation and textual conventions

(AC9LS6U02)

General capabilities and cross-curriculum priorities

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

Engaging with cultural and linguistic diversity

- Communicate responsively

Writing

- Grammar
- Punctuation

Elaborations

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

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

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Engaging with cultural and linguistic diversity

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Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Resources

Work Samples

WS01 - Animals of Venezuela

Snapshot – Communicate responsively

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

Content description

AC9LS6U02

Continuum extract

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

- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

Snapshot – Grammar

Literacy: Writing: Grammar

Content description

AC9LS6U02

Learning progression extract

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

Grammatical accuracy

- writes generally accurate simple, compound and complex sentences with few run-on sentences and dangling clauses (e.g. "Because he was afraid.")

Group and word level

- uses a wide range of verbs and verb groups (e.g. uses thinking, feeling and perceiving verbs to represent inner processes; uses saying verbs to represent interaction)
- employs a range of tenses to represent processes
- maintains subject-verb agreement in simple and compound sentences
- uses adjectives in noun groups/phrases to include details of participants, give opinion and classify (e.g. "that naughty, little cattle dog")
- uses adverbials to present more surrounding details for time, place, manner and reason

Sentence level

- writes simple and compound sentences correctly including a range of sentence types (e.g. command, question, exclamation)
- writes complex sentences using conjunctions (e.g. "when", "because")

Whole text level

- uses cohesive devices (e.g. word groups – repetition, synonyms and antonyms; signposting devices – headings and subheadings; text connectives – "however", "on the other hand", "therefore")
- uses determiners to support cohesion (e.g. "this hat", "those apples")
- uses well-structured paragraphs with topic sentences

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 – Punctuation

Literacy: Writing: Punctuation

Content description

AC9LS6U02

Learning progression extract

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

- uses quotation marks for simple dialogue (e.g. "I can't see it," he said.)
- uses apostrophes for plural possessives (e.g. "planes' wings")
- follows conventions of use of capitals in headings
- writes commas to separate clauses where appropriate
- punctuates more complex dialogue correctly (e.g. "The team have made some interesting recommendations," she said, nodding. "But I do not want to act upon them before I have read the full report.")
- uses complex punctuation conventions (e.g. colons, semicolons, brackets)
- uses punctuation conventions for quotations and referencing

Snapshot – Communicate responsively

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

Content description

AC9LS6U02

applying appropriate writing conventions and punctuation, such as inverted question and exclamation marks at the start of sentences, for example, ¿Qué tal? ¡Cuidado!; ¿Qué onda? ¿Qué hay de nuevo?

Continuum extract

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

- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS6U02

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- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

Snapshot – Communicate responsively

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

Content description

AC9LS6U02

noticing that there are multiple verbs in Spanish for 'to be', *ser* , for example, *José es mi hermano* and *estar* , for example, *Estoy cansada* , and experimenting with these in their own texts to show the different uses, for example, *Tengo hambre. Hace sol*

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Personal and Social capability: Social management: Communication

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Snapshot – Communicate responsively

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

Content description

AC9LS6U02

constructing sentences using modelled forms of present and past tenses in context, for example, *Ayer fui a la playa y hoy voy al parque* , and describing intended actions using the near future tense *ir + a + infinitive*, for example, *Mañana, Manuel va a cenar pollo*.

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Snapshot – Communicate responsively

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

Content description

AC9LS6U02

using a variety of verb forms, for example, the conditional mode as a formulaic, modelled expression, Me gustaría ser maestro de español. No me gustaría vivir en una ciudad grande.

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Snapshot – Communicate responsively

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

Content description

AC9LS6U02

using a range of prepositions of location to give directions, for example, La biblioteca está al lado del hospital, La escuela está enfrente del parque

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Personal and Social capability: Social management: Communication

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Snapshot – Communicate responsively

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

Content description

AC9LS6U02

using a range of questions to make requests or ask for specific information, for example, ¿Cuál es tu número de teléfono? ¿Quieres jugar en el patio? ¿Dónde estudias?

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Snapshot – Communication

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Snapshot – Communicate responsively

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

Content description

AC9LS6U02

linking ideas and providing more information using conjunctions such as y, pero, porque, también, for example, Me gusta cantar, pero prefiero bailar porque es divertido. No me gusta ver la televisión porque es aburrido. Mi comida favorita es el pescado, pero también como carne.

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Snapshot – Communication

Personal and Social capability: Social management: Communication

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Snapshot – Communicate responsively

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

Content description

AC9LS6U02

indicating frequency using adverbs in sentences or responses to questions, such as siempre, a veces, nunca , and noticing the flexibility of word order in relation to verbs and adverbs, for example, En verano, voy siempre a la playa/En verano, voy a la playa siempre/ En verano, siempre voy a la playa

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Snapshot – Communicate responsively

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

Content description

AC9LS6U02

using ordinal numbers, for example, Rosario Arjona es la primera de la lista. Luis vive en la quinta planta , and using knowledge of single and double-digit number patterns to count larger quantities

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Snapshot – Communicate responsively

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

Content description

AC9LS6U02

consolidating the use of gender and number agreement between articles, nouns and adjectives, for example, Tengo un libro nuevo. Las montañas rocosas son muy bonitas.

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Snapshot – Communicate responsively

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

Content description

AC9LS6U02

using a wide range of comparatives, for example, tan ... como ..., más ... que ..., menos ... que..., Australia es más grande que Europa

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Snapshot – Communicate responsively

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

Content description

AC9LS6U02

applying the omission of subject pronouns by looking at verb endings and conjugations, for example, vivo en Australia, (Ella) Es Lourdes, Estudio en la escuela

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Snapshot – Communicate responsively

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

Content description

AC9LS6U02

recognising similar spelling stems such as pera, mandarina, piña, piscina , including composite words, for example, educación física, centro comercial, estación de tren, polideportivo

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Resource – WS01 - Animals of Venezuela

By the end of Year 6, students initiate and use strategies to maintain interactions in Spanish language that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Spanish or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type.

Students apply rules for pronunciation and intonation, spelling and punctuation, and modelled structures, when creating and responding in Spanish. They compare language structures and features in Spanish and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.

AC9LS6C04

apply strategies to interpret and convey meaning in Spanish language in familiar non-verbal, spoken and written cultural contexts

AC9LS6C05

create and present a range of informative and imaginative spoken, written and multimodal texts using a variety of modelled sentence structures to sequence information and ideas, and conventions appropriate to text type

AC9LS6U02

use knowledge of modelled grammatical structures and formulaic expressions to compose and respond to texts, using appropriate punctuation and textual conventions

AC9LS6U03

compare some Spanish and features with those of English, using some familiar

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Elaborations

- comparing features of simple spoken and written in Spanish with similar in English, for example, *aló* or *hola* when answering the phone
- comparing use in advertisements and signs, noticing how different and in Spanish and English specific effects, for example, superlatives in advertisements designed to persuade, *el mejor es ... el más barato es ...* or the imperative form in signs designed to advise or prohibit, for example, *Prohibido patinar aquí, Mantener silencio, No arrojar basura.*
- using in both Spanish and English to understand and discuss grammatical structures and features, for example, *verbos, adjetivos, artículos* ,
- recognising grammatical elements associated with particular in Spanish and English, for example, the use of imperatives in games like *tira el dado* and time markers while comparing traditional ways of starting and ending stories, for example, *había una vez* vs *hace mucho tiempo, primero, después, de pronto ...*
- exploring the use and popularity of abbreviations and used by young people in Spanish-speaking communities and Australia, for example, shortened forms like *la profe, la bici, la compu, el insti, q* in place of *que, jajaja* vs *LOL*
- noticing similar stems in Spanish and English to identify the meaning of and vocabulary, for example, *geografía, biblioteca*
- compiling a graphic organiser, poster, mind map or Venn diagram to illustrate differences in Spanish and English and textual , for example, in Spanish – omission of , different approaches to conjugation, usually after the ; in English – absence of grammatical gender, usually before the
- comparing the use of diminutives to express affection and familiarity in Spanish, for example, *hermanita, periquita, gatito/gatita* with some equivalents in English, for example, ‘*dear little sister*’, ‘*cute little cat*’ and nicknames like ‘*Matty*’ or ‘*Milly*’

Students learn to:

compare some Spanish language structures and features with those of English, using metalanguage

(AC9LS6U03)

General capabilities and cross-curriculum priorities

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

Analysing

- Interpret concepts and problems

Engaging with cultural and linguistic diversity

- Communicate responsively

Elaborations

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

Engaging with cultural and linguistic diversity

- Communicate responsively

Analysing

- Interpret concepts and problems

Analysing

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Analysing

- Interpret concepts and problems

Engaging with cultural and linguistic diversity

- Communicate responsively

Resources

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LS6U03

Continuum extract

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

- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

Snapshot – Communicate responsively

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

Content description

AC9LS6U03

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- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
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Snapshot – Communicate responsively

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

Content description

AC9LS6U03

comparing features of simple spoken and written texts in Spanish with similar texts in English, for example, *aló* or *hola* when answering the phone

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LS6U03

using metalanguage in both Spanish and English to understand and discuss grammatical structures and features, for example, *verbos*, *adjetivos*, *artículos*, nouns

Continuum extract

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LS6U03

recognising grammatical elements associated with particular texts in Spanish and English, for example, the use of imperatives in games like tira el dado and time markers while comparing traditional ways of starting and ending stories, for example, había una vez vs hace mucho tiempo, primero, después, de pronto ...

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LS6U03

noticing similar word stems in Spanish and English to identify the meaning of words and extend vocabulary, for example, geografía, biblioteca

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

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AC9LS6U03

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Snapshot – Communicate responsively

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

Content description

AC9LS6U03

comparing the use of diminutives to express affection and familiarity in Spanish, for example, hermanita, periquita, gatico/gatito with some equivalents in English, for example, 'dear little sister', 'cute little cat' and nicknames like 'Matty' or 'Milly'

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AC9LS6U04

recognise that reflects cultural practices, and , and that this impacts on non-verbal and spoken

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Elaborations

- understanding that there are indigenous spoken in addition to Spanish in Spanish-speaking communities, that these remain an important part of peoples' , and heritage, and that these influence Spanish, for example, wawa, pachamama, papa, poncho, tomate, jaguar, charki, quinoa, cacao, maíz, cancha, llama
- researching Spanish-speaking communities, inviting special guests or showcasing their learning about cultural aspects of these communities
- recognising how Spanish is widespread in the world, identifying aspects such as traditions, and practices that may reflect collective of individuals from different Spanish-speaking nations
- exploring, in Spanish or English, how and are expressed through First Nations Australians' song, dance or artworks, considering similarities and differences in an aspect of the cultural expressions of Spanish-speaking people or communities
- sharing their reactions to cultural elements witnessed in materials, for example, or forms of politeness, guinea pigs as a cuisine rather than pet, traditional ceremonies such as pago a la tierra or the medicinal and ritual use of coca
- becoming aware of cultural that can lead to generalisations and misconceptions, for example, associating with the nationality of peoples of Latin America
- investigating modern influences on the Spanish , such as pop , digital and social media, migration, and travel, and how they have changed and impacted ways of communicating, for example, the emergence of new , tuitear, email, correo electrónico, chatear, textear, bloguear, rapear, rapero, un selfie, las redes
- reflecting on culturally appropriate ways of offering praise, recognition, gratitude and encouragement, or declining requests or invitations, for example, Lo siento, desafortunadamente no puedo ...
- understanding that Spanish-speaking communities may have a shared history with, and similarity to, other and such as English, French, Italian, Portuguese, Romanian and Tagalog/Filipino, and that different countries and regions have their own , and vocabulary
- identifying the visible and invisible elements that contribute to that may be important across all , for example, family routines, community practices, religious events, customs and traditions, clothing, cuisines and music
- examining what is most important to them by creating a personal, class or family slogan, motto or crest to reflect aspects of their , for example, translating English to Spanish, Vamos equipo ... Somos la clase 4BC. Amigos para siempre. ¡Sí se puede!

Students learn to:

recognise that language reflects cultural practices, values and identity, and that this non-verbal and spoken communication

(AC9LS6U04)

General capabilities and cross-curriculum priorities

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

Analysing

- Interpret concepts and problems

Engaging with cultural and linguistic diversity

- Communicate responsively

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Elaborations

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

Analysing

- Interpret concepts and problems

Engaging with cultural and linguistic diversity

- Communicate responsively

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Analysing

- Interpret concepts and problems

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Culture

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

Analysing

- Interpret concepts and problems

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Navigating intercultural contexts

- Respond to biases, stereotypes, prejudices and discrimination

Analysing

- Interpret concepts and problems

Engaging with cultural and linguistic diversity

- Communicate responsively

Analysing

- Interpret concepts and problems

Analysing

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Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Engaging with cultural and linguistic diversity

- Communicate responsively

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Resources

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LS6U04

Continuum extract

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- 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

Snapshot – Communicate responsively

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

Content description

AC9LS6U04

Continuum extract

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

- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

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

AC9LS6U04

Continuum extract

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

- describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows
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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LS6U04

understanding that there are indigenous languages spoken in addition to Spanish in Spanish-speaking communities, that these languages remain an important part of peoples' culture, identity and heritage, and that these languages influence Spanish, for example, wawa, pachamama, papa, poncho, tomate, jaguar, charki, quinoa, cacao, maíz, cancha, llama

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Snapshot – Reflect on the relationship between cultures and identities

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

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

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Snapshot – Reflect on the relationship between cultures and identities

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

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

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sharing their reactions to cultural elements witnessed in authentic materials, for example, gestures or forms of politeness, guinea pigs as a cuisine rather than pet, traditional ceremonies such as pago a la tierra or the medicinal and ritual use of coca

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

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Snapshot – Respond to biases, stereotypes, prejudices and discrimination

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

Content description

AC9LS6U04

Continuum extract

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

- describe the effects of stereotyping on people in familiar intercultural exchanges, identifying actions to change perceptions
- examine how biases and stereotypes affect familiar intercultural exchanges, identifying actions that demonstrate understanding and respect
- analyse the origins of biases, stereotypes and prejudices affecting interactions and the representation of groups, proposing actions to build awareness of experiences or impacts

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LS6U04

investigating modern influences on the Spanish language, such as pop culture, digital and social media, migration, and travel, and how they have changed and impacted ways of communicating, for example, the emergence of new words, tuitear, email, correo electrónico, chatear, textear, bloguear, rapear, rapero, un selfie, las redes

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Snapshot – Communicate responsively

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

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Content description

AC9LS6U04

reflecting on culturally appropriate ways of offering praise, recognition, gratitude and encouragement, or declining requests or invitations, for example, Lo siento, desafortunadamente no puedo ...

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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

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Com

responsively

Content description

AC9LS6U04

examining what is most important to them by creating a personal, class or family slogan, motto or crest to reflect aspects of their identity, for example, translating English phrases to Spanish, Vamos equipo ... Somos la clase 4BC. Amigos para siempre. ¡Sí se puede!

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Snapshot – Reflect on the relationship between cultures and identities

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

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