(no-code)

, and in familiar and unfamiliar related to students' own and others' experiences of the world, their in response to others

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Elaborations

• applying appropriate and modifying behaviour, and etiquette in a variety of familiar and unfamiliar , for example, meeting and greeting an important guest, as opposed to meeting a friend, ¿Cómo está usted? ¿Qué tal? Mucho gusto or muchísimo gusto. Encantado/a.

• exchanging emails with peers in a Spanish-speaking to share about aspects of teenage life, for example, friends, responsibilities, interests, future aspirations, and topical issues

• interviewing class members to elicit opinions on personal experiences and significant events from their past, and identifying common themes or reactions, for example, ¿Estás interesado/a en …/te interesa? ¿Dónde naciste?

• maintaining and extending conversations by following up on others' contributions, for example, Creo que tú tienes razón pero … Me gustaría agregar que …

• using to achieve different in , for example, the use of and acronyms in messages for the of speed and economy, and the use of slang, ¡holi! para=pa, pq=porque

• in role-plays or spontaneous skits about travelling, for example, in a lost property office, asking for directions, asking for recommendations, complaining about service, He perdido mi bolso, Por favor ayúdame a encontrarlo. Estoy perdido. ¿Dónde está la estación de tren?

• playing a true and false game relating to past experiences, future aspirations or topics of interest, taking turns to say 3 statements, 2 true and 1 false, with others guessing the information that is false, for example, en el futuro quiero ser doctor, Me rompí la pierna cuando tenía 12 años, voy al gimnasio todos los dias a las 6 de la mañana

• participating in a discussion, exchanging different viewpoints using strategies such as starters, for example, Tienes otro punto de vista, Ese aspecto lo veo de la siguiente manera … , asking for or clarification ¿Qué quieres decir …? or inviting further elaboration ¿Cómo? ¿A qué te refieres? Eso quiere decir que …

Students learn to:

initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to and others' experiences of the world, adjusting their language in response to others

(AC9LS10C01)

General capabilities and cross-curriculum priorities

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

Engaging with cultural and linguistic diversity

• Communicate responsively

Speaking and listening

• Interacting

Elaborations

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

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

• Communication

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

• Communication

Engaging with cultural and linguistic diversity

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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

AC9LS10C01
Continuum extract

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

Snapshot – Interacting
Literacy: Speaking and listening: Interacting

Content description

AC9LS10C01
Learning progression extract

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

elaboration in a group situation

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

Snapshot – Communicate responsively

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

Content description

AC9LS10C01

applying appropriate register and modifying behaviour, language and etiquette in a variety of familiar and unfamiliar contexts, for example, meeting and greeting an important guest, as opposed to meeting a friend, ¿Cómo está usted? ¿Qué tal? Mucho gusto or muchísimo gusto. Encantado/a.

Continuum extract

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

• select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

• apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS10C01

applying appropriate register and modifying behaviour, language and etiquette in a variety of familiar and unfamiliar contexts, for example, meeting and greeting an important guest, as opposed to meeting a friend, ¿Cómo está usted? ¿Qué tal? Mucho gusto or muchísimo gusto. Encantado/a.

Continuum extract

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

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

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

Snapshot – Communicate responsively

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

Content description

AC9LS10C01

Continuum extract

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

• select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS10C01

Continuum extract

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

Snapshot – Communicate responsively

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

Content description

AC9LS10C01

interviewing class members to elicit opinions on personal experiences and significant events from their past, and identifying common themes or reactions, for example, ¿Estás interesado/a en …/te interesa? ¿Dónde naciste?

Continuum extract

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS10C01

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Snapshot – Communicate responsively

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

Content description

AC9LS10C01

maintaining and extending conversations by following up on others' contributions, for example, Creo que tú tienes razón pero … Me gustaría agregar que …

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• apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS10C01

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

Snapshot – Communicate responsively

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

Content description

AC9LS10C01

using language to achieve different purposes in interactions, for example, the use of contractions
and acronyms in text messages for the purpose of speed and economy, and the use of slang, ¡holi!
para=pa, pq=porque

Continuum extract

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

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how cultural perspectives and world views affect communication within, between and across cultural
and linguistic groups

• apply communication strategies in culturally and linguistically diverse contexts, understanding
how language and culture are interrelated or connected

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS10C01

using language to achieve different purposes in interactions, for example, the use of contractions
and acronyms in text messages for the purpose of speed and economy, and the use of slang, ¡holi!
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• demonstrate communication skills in a range of contexts, responding to the enablers of, and
barriers to, effective verbal and non-verbal communication

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

Snapshot – Communicate responsively

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

Content description

AC9LS10C01

interacting in role-plays or spontaneous skits about travelling, for example, in a lost property
office, asking for directions, asking for recommendations, complaining about service, He perdido mi
bolso, Por favor ayúdame a encontrarlo. Estoy perdido. ¿Dónde está la estación de tren?

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and linguistic groups

• apply communication strategies in culturally and linguistically diverse contexts, understanding
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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS10C01

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office, asking for directions, asking for recommendations, complaining about service, He perdido mi
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• demonstrate communication skills in a range of contexts, responding to the enablers of, and
barriers to, effective verbal and non-verbal communication

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

Snapshot – Communicate responsively

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

Content description

AC9LS10C01

playing a true and false game relating to past experiences, future aspirations or topics of interest, taking turns to say 3 statements, 2 true and 1 false, with others guessing the information that is false, for example, en el futuro quiero ser doctor, Me rompí la pierna cuando tenía 12 años, voy al gimnasio todos los dias a las 6 de la mañana

Continuum extract

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

• select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS10C01

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

Snapshot – Communicate responsively

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

Content description

AC9LS10C01

participating in a discussion, exchanging different viewpoints using strategies such as sentences starters, for example, Tienes otro punto de vista, Ese aspecto lo veo de la siguiente manera … , asking for repetition or clarification ¿Qué quieres decir …? or inviting further elaboration ¿Cómo? ¿A qué te refieres? Eso quiere decir que …

Continuum extract

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

• select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

• apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS10C01

participating in a discussion, exchanging different viewpoints using strategies such as sentences starters, for example, Tienes otro punto de vista, Ese aspecto lo veo de la siguiente manera … ,

asking for repetition or clarification ¿Qué quieres decir …? or inviting further elaboration ¿Cómo? ¿A qué te refieres? Eso quiere decir que …

Continuum extract

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

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

AC9LS10C02

contribute to discussions that involve diverse to outcomes, issues and compare experiences
•
•

Elaborations

• in class discussion and debates by taking turns, expressing agreement/disagreement and providing encouragement, for example, Es mi turno ahora, Estoy de acuerdo contigo … No comparto esa opinión … Me parece una idea estupenda
• negotiating arrangements, weighing up alternatives and reaching shared decisions in relation to planned such as competing in a travel game in a Spanish-speaking country, for example, Entonces nosotros reservamos un hotel de cinco estrellas – No, eso es muy caro, ¿Por qué no un hostal?
• participating in real or simulated transactions such as exchanging, ordering and bargaining for popular consumer items, for example, video games, books, accessories, souvenirs or clothes in a market
• participating in collaborative projects such as a segment for a young people's community radio or television program, sharing responsibility for different elements regarding news items or sports reports, and using appropriate terms to introduce and summarise, for example, Estamos transmitiendo

en directo desde …, Esta edición escolar se trata de …, Ahora pasamos a las noticias del día …

• using argument and expressive or persuasive to discuss topical issues such as La sostenibilidad, Los derechos humanos, el calentamiento global, for example, como sabemos … es evidente que … nadie puede negar …

Students learn to:

contribute to discussions that involve diverse views to negotiate outcomes, addres compare experiences

(AC9LS10C02)

General capabilities and cross-curriculum priorities

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

Speaking and listening

• Interacting

Social management

• Communication

• Collaboration

Elaborations

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

Social management

• Communication

• Collaboration

Social management

• Communication

• Collaboration

Social management

• Communication

• Collaboration

Social management

• Communication

• Collaboration

Social management

• Communication

• Collaboration

Resources

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LS10C02

Learning progression extract

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

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

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

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

• restates different views and makes suggestions to negotiate agreement

• poses questions to clarify assumptions made by the speaker

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

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

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

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

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

elaboration in a group situation

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS10C02

Continuum extract

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

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

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

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LS10C02

Continuum extract

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

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS10C02

interacting in class discussion and debates by taking turns, expressing agreement/disagreement and providing encouragement, for example, Es mi turno ahora, Estoy de acuerdo contigo … No comparto esa opinión … Me parece una idea estupenda

Continuum extract

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

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

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

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LS10C02

interacting in class discussion and debates by taking turns, expressing agreement/disagreement and providing encouragement, for example, Es mi turno ahora, Estoy de acuerdo contigo … No comparto esa opinión … Me parece una idea estupenda

Continuum extract

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

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS10C02

negotiating arrangements, weighing up alternatives and reaching shared decisions in relation to

planned activities such as competing in a travel game in a Spanish-speaking country, for example, Entonces nosotros reservamos un hotel de cinco estrellas – No, eso es muy caro, ¿Por qué no un hostal?

Continuum extract

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

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LS10C02

negotiating arrangements, weighing up alternatives and reaching shared decisions in relation to planned activities such as competing in a travel game in a Spanish-speaking country, for example, Entonces nosotros reservamos un hotel de cinco estrellas – No, eso es muy caro, ¿Por qué no un hostal?

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS10C02

Continuum extract

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

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LS10C02

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS10C02

participating in collaborative projects such as a segment for a young people's community radio or television program, sharing responsibility for different elements regarding news items or sports reports, and using appropriate terms to introduce and summarise, for example, Estamos transmitiendo en directo desde …, Esta edición escolar se trata de …, Ahora pasamos a las noticias del día …

Continuum extract

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

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

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LS10C02

participating in collaborative projects such as a segment for a young people's community radio or television program, sharing responsibility for different elements regarding news items or sports reports, and using appropriate terms to introduce and summarise, for example, Estamos transmitiendo en directo desde …, Esta edición escolar se trata de …, Ahora pasamos a las noticias del día …

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS10C02

using argument and expressive or persuasive language to discuss topical issues such as La sostenibilidad, Los derechos humanos, el calentamiento global, for example, como sabemos … es evidente que … nadie puede negar …

Continuum extract

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

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LS10C02

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Continuum extract

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

AC9LS10C03

evaluate and synthesise information, ideas and in a broad range of spoken, written and and respond appropriately to cultural , and

•

•

Elaborations

• comparing different about an environmental issue, from a tourist company/profit versus an environmental protection , and incorporating information into a to raise awareness, for example, environmental threats to the Great Barrier Reef, La Gran Barrera de Coral está muriendo, ¡tenemos que salvarla!

• exploring persuasive and informative such as and reports, to recognise fact versus opinion, and presenting findings to the class, for example, Nosotros deberíamos cuidar el medio ambiente. El 30% de la población piensa que tenemos que cuidar el medio ambiente.

• an advertisement and responding appropriately, for example, applying for a part-time job or for a student program, addressing key criteria, Yo sería un buen candidato/a porque …, Estoy libre de lunes a miércoles
• to or First Nations Australians' stories in English, and creating a profile of them in Spanish
• summarising information from print or secure digital sources regarding an issue of interest, determining what information is most important/interesting, and presenting the information to others, stating their own , for example, El impacto de los medios sociales en la vida cotidiana. El vestuario y la identidad, La influencia de la música en los jóvenes
• locating and researching information from reliable sources to inform decisions, by weighing up options and making an 'advantages and disadvantages' table about a range of topics, for example, the best time of year to visit a Spanish-speaking country, a country that may best suit them, No me gusta el frío así que me preferiría ir a Costa Rica
• synthesising information from a range of sources in order to group and present ideas, themes and issues in a logical and coherent manner, for example, Los uniformes son importantes. El horario escolar debería reducirse.
• adapting and changing to suit different , and , such as changing a formal email to an informal message to a friend, for example, La directora dijo que tenemos que llevar el uniforme para los exámenes …
• analysing published accounts of an event such as a sports match, a concert or a street party, and reporting results and highlights, for example, El Real Madrid ganó el partido con un resultado de 3-0
• a short review of a film, story or documentary, and expressing opinions about different and viewpoints, for example, Este video no muestra la realidad de la posición de la mujer, Los personajes de este texto se sienten felices
• to, or viewing extracts from expressive contemporary such as songs, poems, dance, street art or musical , identifying elements that reflect the or experience of Spanish-speaking communities, and presenting findings
• expressing responses to a personal or peer's experience of an event such as a concert, party, camp, exam, job interview, using evaluative and expressive to reactions such as excitement, or boredom, for example, Me encantó esa canción, ¡Aprecio tus palabras! ¡Qué aburrido! Eso suena muy dificil …

Students learn to:

evaluate and synthesise information, ideas and perspectives in a broad range of sp multimodal texts and respond appropriately to cultural context, purpose and audien

(AC9LS10C03)

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 .

Futures

• Sustainable futures are achieved through informed individual, community, business and political action that values local, national and global equity and fairness across generations into the future.
• 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.

Systems

• Sustainable patterns of living require the responsible use of resources, maintenance of clean air, water and soils, and preservation or restoration of healthy environments.

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

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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 informati

Content description

AC9LS10C03

Continuum extract

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

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

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9LS10C03

Learning progression extract

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

Comprehension

• reads and views complex or some highly complex texts (see Text complexity)
• interprets abstract concepts integrating complex ideas
• analyses how language features are used to support the point of view in a text (e.g. the strategic use of images such as a cartoon in an editorial)
• draws inferences using evidence from the text and discounting possible inferences that are not supported by the text
• applies and articulates criteria to evaluate the language structures and features for relevance to purpose and audience

- evaluates the reasoning and evidence in a persuasive text
- explains how context (e.g. time, place, situation) influences interpretations of a text
- analyses the author's perspectives in complex or some highly complex texts
- analyses the techniques authors use to position readers
- recognises when ideas or evidence have been omitted from a text to position the reader

Processes

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

Vocabulary

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

Comprehension

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

Processes

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

Vocabulary

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

Snapshot – Listening

Literacy: Speaking and listening: Listening

Content description

AC9LS10C03

Learning progression extract

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

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

particular pastimes)

Snapshot – Identify, process and evaluate information

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

Content description

AC9LS10C03

exploring persuasive and informative texts such as articles and reports, to recognise fact versus opinion, and presenting findings to the class, for example, Nosotros deberíamos cuidar el medio ambiente. El 30% de la población piensa que tenemos que cuidar el medio ambiente.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the information selected to determine bias and reliability

Snapshot – Identify, process and evaluate information

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

Content description

AC9LS10C03

reading an advertisement and responding appropriately, for example, applying for a part-time job or for a student exchange program, addressing key criteria, Yo sería un buen candidato/a porque …, Estoy libre de lunes a miércoles

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the information selected to determine bias and reliability

Snapshot – Identify, process and evaluate information

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

Content description

AC9LS10C03

summarising information from print or secure digital sources regarding an issue of interest, determining what information is most important/interesting, and presenting the information to others, stating their own perspectives, for example, El impacto de los medios sociales en la vida cotidiana. El vestuario y la identidad, La influencia de la música en los jóvenes

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the information selected to determine bias and reliability

Snapshot – Identify, process and evaluate information

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

Content description

AC9LS10C03

locating and researching information from reliable sources to inform decisions, by weighing up options and making an 'advantages and disadvantages' table about a range of topics, for example, the

best time of year to visit a Spanish-speaking country, a country that may best suit them, No me gusta el frío así que me preferiría ir a Costa Rica

Continuum extract

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

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

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

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

• evaluate the information selected to determine bias and reliability

Snapshot – Identify, process and evaluate information

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

Content description

AC9LS10C03

synthesising information from a range of sources in order to group and present ideas, themes and issues in a logical and coherent manner, for example, Los uniformes son importantes. El horario escolar debería reducirse.

Continuum extract

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

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

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

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

• evaluate the information selected to determine bias and reliability

Snapshot – Identify, process and evaluate information

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

Content description

AC9LS10C03

adapting and changing texts to suit different contexts, purpose and audiences, such as changing a formal email to an informal message to a friend, for example, La directora dijo que tenemos que llevar el uniforme para los exámenes …

Continuum extract

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

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

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

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

• evaluate the information selected to determine bias and reliability

Snapshot – Identify, process and evaluate information

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

Content description

AC9LS10C03

analysing published accounts of an event such as a sports match, a concert or a street party, and reporting results and highlights, for example, El Real Madrid ganó el partido con un resultado de 3-0

Continuum extract

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

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

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

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

• evaluate the information selected to determine bias and reliability

Snapshot – Identify, process and evaluate information

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

Content description

AC9LS10C03

composing a short review of a film, story or documentary, and expressing opinions about different perspectives and viewpoints, for example, Este video no muestra la realidad de la posición de la mujer, Los personajes de este texto se sienten felices

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the information selected to determine bias and reliability

Snapshot – Identify, process and evaluate information

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

Content description

AC9LS10C03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the information selected to determine bias and reliability

Snapshot – Identify, process and evaluate information

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

Content description

AC9LS10C03

expressing responses to a personal or peer's experience of an event such as a concert, party, camp, exam, job interview, using evaluative and expressive language to convey reactions such as excitement, appreciation or boredom, for example, Me encantó esa canción, ¡Aprecio tus palabras! ¡Qué aburrido! Eso suena muy dificil …

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the information selected to determine bias and reliability

AC9LS10C04

interpret and non-verbal, spoken and written and to meaning and understanding in familiar and unfamiliar

•
•

Elaborations

• translating short familiar such as advertisements, songs or film clips, comparing own with others, analysing and providing possible explanations for similarities and differences
• reflecting on the difficulty of achieving equivalence in of creative such as poems and songs, and

identifying and that require elaboration or explanation, for example, Es una tarde parda y fría de invierno … , from the poem Recuerdo infantil by Antonio Machado
• using, comparing and evaluating online translators for , efficiency and reliability, and discussing the risks of over-reliance
• experimenting with of popular expressions or in Spanish, noticing when this the potential for confusion, for example, En todas partes se cuecen habas (everywhere beans are cooked) = everyone has a skeleton in the closet. Meter la pata (put your leg in something) = to put your foot in it
• creating that present aspects of (s) and way of life in Australia for Spanish-speaking students and parents, for example, a print leaflet or digital display about Australian national holidays, animals, and food such as Australian versions of tacos
• considering how to maintain the integrity of original when translating culture-specific concepts and slang such as 'thongs', 'servo', 'the bush', 'outback', 'chook', 'sausage sizzle', 'true blue', or 'fair dinkum' to Spanish speakers
• reflecting on how meaning can be misinterpreted in , for example, sharing experiences of miscommunication and strategies to deal with misunderstanding

Students learn to:

interpret and translate non-verbal, spoken and written interactions and texts to conv intercultural understanding in familiar and unfamiliar contexts

(AC9LS10C04)

General capabilities and cross-curriculum priorities

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

Navigating intercultural contexts

• Adapt in intercultural exchanges

Reading and viewing

• Understanding texts

Speaking and listening

• Listening

Elaborations

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

Navigating intercultural contexts

• Adapt in intercultural exchanges

Navigating intercultural contexts

• Adapt in intercultural exchanges

Managing and operating

• Select and operate tools

Analysing

• Interpret concepts and problems

Navigating intercultural contexts

• Adapt in intercultural exchanges

Navigating intercultural contexts

• Adapt in intercultural exchanges

Navigating intercultural contexts

• Adapt in intercultural exchanges

Resources

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LS10C04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding

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

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9LS10C04

Learning progression extract

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

Comprehension

• reads and views complex or some highly complex texts (see Text complexity)

• interprets abstract concepts integrating complex ideas

• analyses how language features are used to support the point of view in a text (e.g. the strategic use of images such as a cartoon in an editorial)

• draws inferences using evidence from the text and discounting possible inferences that are not supported by the text

• applies and articulates criteria to evaluate the language structures and features for relevance to purpose and audience

• evaluates the reasoning and evidence in a persuasive text

• explains how context (e.g. time, place, situation) influences interpretations of a text

• analyses the author's perspectives in complex or some highly complex texts

• analyses the techniques authors use to position readers

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

Processes

• automatically integrates a range of processes such as predicting, confirming predictions, monitoring and connecting relevant elements of the text, to build meaning

• describes how sophisticated cohesive devices establish patterns of meaning (e.g. "class" – "subclass")

• navigates extended texts including complex digital texts

Vocabulary

• demonstrates an understanding of nuances and subtleties in words of similar meaning (e.g. "frustrated", "discouraged", "baffled")

• verifies interpretations of unfamiliar words using grammatical and contextual cues

Comprehension

• reads and views highly complex texts (see Text complexity)

• interprets symbolism in texts, providing evidence to justify interpretation

• judiciously selects and synthesises evidence from multiple texts to support ideas and arguments

• analyses the credibility and validity of primary and secondary sources

• evaluates the use of devices such as analogy, irony, rhetoric and satire, and how they contribute to an author's individual style

• analyses the cumulative impact of use of language features and vocabulary across texts

• explains assumptions, beliefs and implicit values in texts (e.g. "economic growth is always desirable")

• evaluates the social, moral and ethical positions taken in texts

Processes

• strategically adjusts the processes of reading and viewing to build meaning according to the demands of tasks and texts

• identifies subtle contradictions and inconsistencies in texts

Vocabulary

• interprets complex, formal and impersonal language in academic texts

• uses lexical cues to interpret unfamiliar vocabulary

• demonstrates self-reliance in exploration and application of word learning strategies

Snapshot – Listening

Literacy: Speaking and listening: Listening

Content description

AC9LS10C04
Learning progression extract

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

Snapshot – Adapt in intercultural exchanges
Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description
AC9LS10C04
Continuum extract

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

Snapshot – Adapt in intercultural exchanges
Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description
AC9LS10C04
reflecting on the difficulty of achieving equivalence in translations of creative texts such as poems and songs, and identifying words and phrases that require elaboration or explanation, for example, Es una tarde parda y fría de invierno … , from the poem Recuerdo infantil by Antonio Machado
Continuum extract

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

Snapshot – Select and operate tools
Digital Literacy: Managing and operating: Select and operate tools

Content description
AC9LS10C04
Continuum extract

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LS10C04

experimenting with translations of popular expressions or idioms in Spanish, noticing when this creates the potential for confusion, for example, En todas partes se cuecen habas (everywhere beans are cooked) = everyone has a skeleton in the closet. Meter la pata (put your leg in something) = to put your foot in it

Continuum extract

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

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LS10C04

experimenting with translations of popular expressions or idioms in Spanish, noticing when this creates the potential for confusion, for example, En todas partes se cuecen habas (everywhere beans are cooked) = everyone has a skeleton in the closet. Meter la pata (put your leg in something) = to put your foot in it

Continuum extract

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

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LS10C04

Continuum extract

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

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LS10C04

Continuum extract

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

AC9LS10C05

and present informative and imaginative for diverse and , selecting vocabulary, expressions, grammatical structures and a range of features and to different

•

•
Elaborations

• creating a presentation such Venn diagram, flow chart, digital display, comparing different of a topical issue, for example, la deforestación, los derechos de los pueblos indígenas, la tecnología, los jóvenes y el sueño

• creating visual displays of data or information gathered from personal research or overseas trips to share with peers on features of lifestyle or experiences of Spanish-speaking youth, for example, educational opportunities, outdoor and sporting across the seasons, or a typical weekend for a teenager

• different types of social media such as blogs, advertisements, webpages, magazine , interviews, to present on particular issues, using appropriate protocols to sources of reference and commentary, for example, using reported speech El científico Dr. Sanabria dijo que hay que usar autos eléctricos

• a journal entry, or contributing to a school newsletter in Spanish reflecting on the impact of a visit to a significant cultural location on a First Nations , and, with permission, referring to cultural knowledge of the site

• the for, and presenting role-plays or plays with , themes, settings and plots likely to appeal to specific , for example, a magic show such as la historia del trilero , for young learners of Spanish

• and performing speeches or dialogues that reference significant celebrations or historical events in Spanish-speaking communities or Australia, for example, El Día Internacional de la Mujer, La Feria de Sevilla, Anzac Day, Fiestas patrias, Festivales folclóricos

• telling a story from several different and observations such as first-, second- and third-person points of , for example, in third-person narration, relating the actions of the by referring to their names or by , for example, María fue al concierto y tardó 5 horas en autobús …

• selecting picture cards, cartoons or digital images and a description from the of different in the image, for example, a picture of a park with several and where different things are happening – a lost ball, wind takes hat, dogs chasing ducks, sudden rain

• a secure online 'cultural ID profile' to with Spanish-speaking peers, making decisions about what points of information will be of most interest and critically thinking about

Students learn to:

create and present informative and imaginative texts for diverse contexts and purpo vocabulary, expressions, grammatical structures and a range of features and conve different audiences

(AC9LS10C05)

General capabilities and cross-curriculum priorities

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

Speaking and listening

• Speaking

Writing

• Creating texts
• Creating texts

Social management

• Communication

Elaborations

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

Social management

• Communication

Social management

• Communication

Creating and exchanging

• Create, communicate and collaborate

Social management

• Communication

Country/Place

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

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Navigating intercultural contexts

• Respond to biases, stereotypes, prejudices and discrimination

Social management

• Communication

Resources

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9LS10C05

Learning progression extract

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

Crafting ideas

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

Vocabulary

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

Crafting ideas

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

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

Learning progression extract

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

Crafting ideas

• creates informative texts to explain and analyse (e.g. analyses how artists use visual conventions in artworks)

• creates texts to compare and contrast phenomena (e.g. identify the similarities and differences between species of animals)

• orients the reader clearly to the topic or concept (e.g. using a definition or classification in the opening paragraph)

• intentionally selects structural elements for effect (e.g. includes an effective conclusion that synthesises complex ideas)

• uses evidence and research including digital resources to expand upon information and elaborate concepts

Text forms and features

• varies sentence structure for effect (see Grammar)

• judiciously uses language, visual and audio features to emotionally or intellectually affect the reader

• uses more elaborate noun groups/phrases that include classifying adjectives and specific nouns (e.g. "mineral component of sedimentary rocks")

• creates cohesive flow by condensing previous information into a summarising noun (e.g. "A series of tumultuous events culminated in the outbreak of WWI - modern history's turning point.")

• uses passive voice and nominalisation to write succinctly (e.g. "the results were analysed") (see Grammar)

Vocabulary

• uses discipline-specific terminology to provide accurate and explicit information (e.g. "discipline metalanguage")

• uses a range of synonyms for frequently occurring words, in a longer text (e.g. "repair", "fix", "remedy")

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

Crafting ideas

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

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

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

• uses evidence and references

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

Text forms and features

• maintains tone appropriate to the audience

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

Vocabulary

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

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9LS10C05

Learning progression extract

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

Crafting ideas

• creates imaginative texts with less predictable features to emotionally and intellectually engage

the reader (e.g. writes to convey character perspective)

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

Text forms and features

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

Vocabulary

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

Crafting ideas

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

Text forms and features

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

Vocabulary

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS10C05

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS10C05

creating a multimodal presentation such Venn diagram, flow chart, digital display, comparing different perspectives of a topical issue, for example, la deforestación, los derechos de los pueblos indígenas, la tecnología, los jóvenes y el sueño

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS10C05

Continuum extract

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

Snapshot – Create, communicate and collaborate

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

Content description

AC9LS10C05

composing different types of social media texts such as blogs, advertisements, webpages, magazine articles, interviews, to present views on particular issues, using appropriate protocols to acknowledge sources of reference and commentary, for example, using reported speech El científico Dr. Sanabria dijo que hay que usar autos eléctricos

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS10C05

composing different types of social media texts such as blogs, advertisements, webpages, magazine articles, interviews, to present views on particular issues, using appropriate protocols to acknowledge sources of reference and commentary, for example, using reported speech El científico Dr. Sanabria dijo que hay que usar autos eléctricos

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS10C05

writing the script for, and presenting role-plays or plays with characters, themes, settings and plots likely to appeal to specific audiences, for example, a magic show such as la historia del trilero , for young learners of Spanish

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS10C05

composing and performing speeches or dialogues that reference significant celebrations or historical

events in Spanish-speaking communities or Australia, for example, El Día Internacional de la Mujer, La Feria de Sevilla, Anzac Day, Fiestas patrias, Festivales folclóricos

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS10C05

telling a story from several different perspectives and observations such as first-, second- and third-person points of view, for example, in third-person narration, relating the actions of the characters by referring to their names or by pronouns, for example, María fue al concierto y tardó 5 horas en autobús …

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS10C05

Continuum extract

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

Snapshot – Respond to biases, stereotypes, prejudices and discrimination

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

Content description

AC9LS10C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• apply learning to promote the wellbeing of people within unfamiliar intercultural exchanges, proposing actions to challenge biases, stereotypes, prejudices and discrimination

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS10C05

Continuum extract

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

AC9LS10U01

apply features and of spoken Spanish to in responding to and creating in familiar and unfamiliar

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Elaborations

• applying correct to challenging letter combinations in Spanish, such as ae in aeropuerto, au in Australia, ll in ballena, r in pero, rr in perro, d in bondad , the soft t in té , and eu in Europa

• understanding how can emotions, modify meaning and give clues about what is happening, for example, ¡Vamos ya! ¡Corre! ¡Tengo miedo del tigre! ¿Te gustaría ir al cine? ¡No te enojes!

• applying knowledge of , , and to own use of spoken Spanish, for example, when stories to younger children, asking or expressing emotions such as surprise or sadness

• experimenting with and , improving coherence and increasing expressive range by out loud from unfamiliar , for example, newspapers, novels, reports

• reciting tongue twisters to develop and , for example, Buscaba el bosque Francisco, un vasco bizco, muy brusco, y al verlo le dijo un chusco, ¿Busca el bosque, vasco bizco?, De generación en generación las generaciones se degeneran con mayor degeneración

Students learn to:

apply features and conventions of spoken Spanish to extend fluency in responding texts in familiar and unfamiliar contexts

(AC9LS10U01)

General capabilities and cross-curriculum priorities

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

Speaking and listening

• Speaking

Social management

• Communication

Elaborations

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

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Resources

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9LS10U01

Learning progression extract

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

Crafting ideas

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

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

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

• uses language features according to purpose, to impact the audience (e.g. uses more complex

connectives such as "consequently", "accordingly" to explain)
- rephrases or clarifies to repair or refine meaning
- uses language structures and features appropriate to learning area content
- uses technologies and visual and audio resources to enhance meaning and effect in presentations

Vocabulary

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

Crafting ideas

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS10U01

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS10U01

applying correct pronunciation to challenging letter combinations in Spanish, such as ae in aeropuerto, au in Australia, ll in ballena, r in pero, rr in perro, d in bondad , the soft t in té , and eu in Europa

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS10U01

understanding how tone can convey emotions, modify meaning and give clues about what is happening, for example, ¡Vamos ya! ¡Corre! ¡Tengo miedo del tigre! ¿Te gustaría ir al cine? ¡No te enojes!

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS10U01

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS10U01
reciting tongue twisters to develop pace and fluency, for example, Buscaba el bosque Francisco, un vasco bizco, muy brusco, y al verlo le dijo un chusco, ¿Busca el bosque, vasco bizco?, De generación en generación las generaciones se degeneran con mayor degeneración

Continuum extract

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

Resource – Spanish language resource

Spanish

Language support resource

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

Teachers can use suggestions in the resource to adapt curriculum content to meet the diverse language needs and learning backgrounds of students at different entry points into second language learning. For example, if a Year 5 student is learning Spanish for the first time, a teacher can use the cognitive demand of the Years 5 and 6 curriculum achievement standards and content descriptions combined with beginner language features and structures, and/or thematic contexts.
Language features and structures
Part 1 provides language features and structures that are neither exhaustive nor mutually exclusive across the 3 different levels. Beginner, intermediate and advanced levels demonstrate how a particular feature or structure could be developed at different stages of a continuum of second language learning.

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

AC9LS10U02

apply knowledge of grammatical structures to meaning and compose that contain some complex structures and ideas

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Elaborations

• understanding and using indefinite and such as alguno/a/os/as, ninguno/a/os/as, otros/as, todos/as, alguien, nadie, nada, algo, todo
• applying constructions with a double negative, for example, No hay nadie en clase, No tenemos nada
• understanding the difference between a reflexive and the corresponding non-reflexive , for example, Gerardo se lava la cara and Gerardo lava su carro
• using subjunctive to express doubt, uncertainty or emotion, for example, Dudo que María visite a su abuelo todos los domingos ...
• expressing hypothetical events using conditional structures, for example, Sería interesante estudiar chino or Yo viajaría, pero no tengo dinero
• using cohesive devices to complexity and sophistication, such as aunque, a pesar de, mientras que , for example, Aunque no me gustan los animales, quisiera estudiar biología.
• conjugating to describe a range of events across time, for example, present, past, future
• extending their understanding and use of symbols, acronyms, abbreviations and colloquial shortenings of , for example, MERCOSUR, UE, ONU, OVNI, C/ – calle, EE. UU – U.S.A., d – dia, A. C. – B.C.
• recognising the different usage of imperative forms such as persuading, encouraging and advising, for example, vaya a la cancha, vamos al descanso, piénsalo bien, piénselo bien
• using numbers for a range of and , for example, in transactions or explaining historical or biographical events in time using years/dates such as a timeline, Juana La Loca nació el 6 de noviembre de 1479 en Toledo. Murió el 12 de abril de 1555
• using the passive, impersonal form with se , for example, Se venden casas. ¿Cómo se dice ...?
• beginning a with an opening inverted exclamation mark ¡ and ending it with a mark ? , or vice versa, for statements that are but also have a clear sense of exclamation or surprise such as ¡Y tú, quién te crees?/Y tú !¿quién te crees?!
Students learn to:

apply knowledge of grammatical structures to predict meaning and compose texts t complex structures and ideas

(AC9LS10U02)
General capabilities and cross-curriculum priorities
This content description connects to the following general capabilities and cross-curriculum priorities.
Writing
• Grammar
Social management
• Communication
Elaborations
Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .
Social management
• Communication
Social management
• Communication

Social management

• Communication

Resources

Snapshot – Grammar

Literacy: Writing: Grammar

Content description

AC9LS10U02

Learning progression extract

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

Grammatical accuracy

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

Group and word level

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

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

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

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

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

Sentence level

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

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

Whole text level

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

Grammatical accuracy

• writes well-structured texts, rarely making grammatical errors

Group and word level

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

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

• uses nominalisations to create concise noun groups/phrases

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

• maintains subject-verb agreement in complex sentences

Sentence level

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

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

Whole text level

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS10U02

Continuum extract

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

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS10U02

understanding and using indefinite adjectives and pronouns such as alguno/a/os/as, ninguno/a/os/as, otros/as, todos/as, alguien, nadie, nada, algo, todo

Continuum extract

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

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS10U02

applying constructions with a double negative, for example, No hay nadie en clase, No tenemos nada

Continuum extract

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

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS10U02

understanding the difference between a reflexive verb and the corresponding non-reflexive verb, for example, Gerardo se lava la cara and Gerardo lava su carro

Continuum extract

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

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS10U02

using modelled subjunctive mood to express doubt, uncertainty or emotion, for example, Dudo que María visite a su abuelo todos los domingos ...

Continuum extract

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

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS10U02

expressing hypothetical events using modelled conditional voice structures, for example, Sería interesante estudiar chino or Yo viajaría, pero no tengo dinero

Continuum extract

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

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS10U02

using cohesive devices to extend sentence complexity and sophistication, such as aunque, a pesar de, mientras que , for example, Aunque no me gustan los animales, quisiera estudiar biología.

Continuum extract

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

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS10U02

Continuum extract

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

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS10U02

extending their understanding and use of symbols, acronyms, abbreviations and colloquial shortenings of words, for example, MERCOSUR, UE, ONU, OVNI, C/ – calle, EE. UU – U.S.A., d – dia, A. C. – B.C.

Continuum extract

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

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS10U02

recognising the different usage of imperative forms such as persuading, encouraging and advising, for example, vaya a la cancha, vamos al descanso, piénsalo bien, piénselo bien

Continuum extract

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

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS10U02

using numbers for a range of purposes and contexts, for example, in transactions or explaining historical or biographical events in time using years/dates such as a timeline, Juana La Loca nació el 6 de noviembre de 1479 en Toledo. Murió el 12 de abril de 1555

Continuum extract

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

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS10U02

using the passive, impersonal form with se , for example, Se venden casas. ¿Cómo se dice ...?

Continuum extract

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

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS10U02

beginning a sentence with an opening inverted exclamation mark ¡ and ending it with a question mark ? , or vice versa, for statements that are questions but also have a clear sense of exclamation or surprise such as ¡Y tú, quién te crees?/Y tú !¿quién te crees?!

Continuum extract

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

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

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

AC9LS10U03

reflect on and evaluate Spanish , using to analyse and features

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Elaborations

• developing to discussion of grammatical features such as order, and subjunctive , and using terms such as ' , ' , 'conditional', 'subjunctive' and 'simple past'

• analysing and comparing different types of such as television dramas or news bulletins to demonstrate how is used to effects, for example, emotional impact or interest

• identifying common textual , for example, the salutation in an email " Hola Luis ", informal in blogs, or rhetorical in political pamphlets

• identifying key features and functions that characterise different types of such as voicemail, slogans, informative or short stories, and reflecting on how these are used for effect

• comparing the features and differences of spoken and written , for example, spoken versus print for advertising, face-to-face versus a scripted speech, a message versus a formal letter

Students learn to:

reflect on and evaluate Spanish texts, using metalanguage to analyse language str features

(AC9LS10U03)

General capabilities and cross-curriculum priorities

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

Inquiring

• Identify, process and evaluate information

Engaging with cultural and linguistic diversity

• Communicate responsively

Elaborations

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

Engaging with cultural and linguistic diversity

• Communicate responsively

Engaging with cultural and linguistic diversity

• Communicate responsively

Engaging with cultural and linguistic diversity

• Communicate responsively

Engaging with cultural and linguistic diversity

• Communicate responsively

Engaging with cultural and linguistic diversity

• Communicate responsively

Resources

Snapshot – Identify, process and evaluate information

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

Content description

AC9LS10U03

Continuum extract

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

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

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

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

• evaluate the information selected to determine bias and reliability

Snapshot – Communicate responsively

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

Content description

AC9LS10U03

Continuum extract

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

Snapshot – Communicate responsively

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

Content description

AC9LS10U03

Continuum extract

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

Snapshot – Communicate responsively

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

Content description

AC9LS10U03

Continuum extract

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

Snapshot – Communicate responsively

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

Content description

AC9LS10U03

identifying common textual conventions, for example, the salutation in an email " Hola Luis ",
informal language in blogs, or rhetorical language in political pamphlets

Continuum extract

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

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Com

responsively

Content description

AC9LS10U03

Continuum extract

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

Snapshot – Communicate responsively

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

Content description

AC9LS10U03

Continuum extract

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

AC9LS10U04

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

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Elaborations

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

concerns

Students learn to:

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

(AC9LS10U04)

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 .

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

Country/Place

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

Analysing

• Interpret concepts and problems

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Engaging with cultural and linguistic diversity

• Communicate responsively

Engaging with cultural and linguistic diversity

• Communicate responsively

Resources

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LS10U04

Continuum extract

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

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

• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Communicate responsively

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

Content description

AC9LS10U04

Continuum extract

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

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9LS10U04

Continuum extract

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

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9LS10U04

sharing reflections on their experiences of learning Spanish and on different reactions to aspects of the language and culture, for example, Tengo problemas pronunciando la doble r, es difícil para mí …, Me gustaría poder hablar más rápidamente en español

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Snapshot – Communicate responsively

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

Content description

AC9LS10U04

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Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9LS10U04

understanding how language variation can reflect cultural and social identity, and inclusion or exclusion, for example, los refugiados versus/ frente a los ilegales ; the use of jargon or jergas , for example, currar, laburar, estar al loro, ir de marcha, mala onda, tipo, chavo, pibe to include or exclude; and the inclusive language of political speeches, for example, los ciudadanos y

ciudadanas ...

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LS10U04

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
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

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

AC9LS10U04

examining the meaning of proverbs and how they reflect historical cultural views and attitudes, for example, Lo cortés no quita lo valiente, El hábito no hace al monje , and idioms, for example, me puse las botas, no pidas peras al olmo

Continuum extract

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

Snapshot – Communicate responsively

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

Content description

AC9LS10U04

exploring how word choices such as selection of particular nouns and adjectives can indicate attitudes and values, for example, Ese joven no sirve para nada/Es un joven valiente. Ellos son ilegales/Ellos son los refugiados

Continuum extract

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Snapshot – Communicate responsively

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

Content description

AC9LS10U04

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