(no-code)

and respond to about self, others, and classroom environment, using expressions

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Elaborations

• using formal and informal greetings in a variety of , for example, greeting friends or teachers, ¡Hola! ¿qué tal? ¡Buenos días, profesora! ¿Cómo estás? ¡Buenas tardes! ¡Hasta mañana!

• exchanging information about family, friends or interests using simple descriptive statements and to elaborate on ideas, for example, ¿Tienes hermanos? Sí, tengo un hermano y una hermana. ¿Y tú? No tengo hermanos pero tengo muchos primos. Mi padre juega al tenis …

• using –answer patterns to share information about school and home life, for example, ¿Quién es él? Es mi amigo. ¿Qué hace tu mamá? Mi mamá es trabajadora social, ¿Qué deporte practica Miguel? Él juega al fútbol, ¿Qué te gusta de tu escuela? Me gusta hablar con mis amigas en el patio.

• responding to simple about the class environment or daily routine, for example, describing the weather or the day's schedule using , ¿Qué tiempo hace? ¡Qué calor hace! ¿Qué clase tenemos hoy? Hoy tenemos español y música.

• explaining routines and favourite using expressions related to time and days of the week, for example, Voy al colegio todos los días. El/los martes, juego al tenis. Todos los martes, practico natación.

• using a range of interrogatives to obtain further details, for example, ¿Cómo te llamas? ¿Cómo se llama tu padre? ¿Cuál es tu/su nombre? ¿Cómo te apellidas?

• describing features, characteristics and locations of particular things or places, for example, Mi celular/móvil es viejo. La silla está detrás de la mesa del maestro. La biblioteca es gigante. Está a la izquierda del escritorio

• making and responding to requests such as asking for items, requesting help, clarification, rephrasing or repetion, for example, ¿Me prestas …?, Permiso …, Habla más alto, cerrad vuestros libros; Pásame las tijeras, ¿Dónde están los lápices?, ¿Puedo usar mi ordenador/computadora? Busca la aplicación … en tu tableta, Repit/e, por favor … ¿Cómo se dice …? ¿Cómo se escribe …?

Students learn to:

initiate exchanges and respond to modelled questions about self, others, and class using formulaic expressions

(AC9LS4C01)

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

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Resources

Snapshot – Communicate responsively

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

Content description

AC9LS4C01

Continuum extract

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

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

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

• select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LS4C01

Learning progression extract

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

• listens actively to stay on topic in a small group discussion

• takes an active role in small group and whole-class discussion by volunteering ideas and opinions

• asks relevant questions for clarification or to find out others' ideas (e.g. "What do you think about that?")

• takes turns in interactions

• interacts using appropriate language in pairs or a small group to complete tasks

• interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)

• presents simple ideas clearly in group situations

• actively encourages or supports other speakers

• shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)

• uses language to initiate interactions in a small group situation (e.g. "I have an idea")

• critically evaluate ideas and claims made by a speaker

• explains new learning from interacting with others

• appropriately presents an alternative point to the previous speaker

• initiates interactions confidently in group and whole-class discussions

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

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

• clarifies task goals and negotiates roles in group learning

• monitors discussion to manage digression from the topic

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

Snapshot – Communicate responsively

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

Content description

AC9LS4C01

using formal and informal greetings in a variety of contexts, for example, greeting friends or teachers, ¡Hola! ¿qué tal? ¡Buenos días, profesora! ¿Cómo estás? ¡Buenas tardes! ¡Hasta mañana!

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
• select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS4C01

using formal and informal greetings in a variety of contexts, for example, greeting friends or teachers, ¡Hola! ¿qué tal? ¡Buenos días, profesora! ¿Cómo estás? ¡Buenas tardes! ¡Hasta mañana!

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS4C01

exchanging information about family, friends or interests using simple descriptive statements and conjunctions to elaborate on ideas, for example, ¿Tienes hermanos? Sí, tengo un hermano y una hermana. ¿Y tú? No tengo hermanos pero tengo muchos primos. Mi padre juega al tenis …

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS4C01

using question–answer patterns to share information about school and home life, for example, ¿Quién es él? Es mi amigo. ¿Qué hace tu mamá? Mi mamá es trabajadora social, ¿Qué deporte practica Miguel? Él juega al fútbol, ¿Qué te gusta de tu escuela? Me gusta hablar con mis amigas en el patio.

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS4C01

responding to simple questions about the class environment or daily routine, for example, describing the weather or the day's schedule using modelled language, ¿Qué tiempo hace? ¡Qué calor hace! ¿Qué clase tenemos hoy? Hoy tenemos español y música.

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS4C01

explaining routines and favourite activities using expressions related to time and days of the week, for example, Voy al colegio todos los días. El/los martes, juego al tenis. Todos los martes, practico natación.

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS4C01

using a range of interrogatives to obtain further details, for example, ¿Cómo te llamas? ¿Cómo se llama tu padre? ¿Cuál es tu/su nombre? ¿Cómo te apellidas?

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS4C01

describing features, characteristics and locations of particular things or places, for example, Mi celular/móvil es viejo. La silla está detrás de la mesa del maestro. La biblioteca es gigante. Está a la izquierda del escritorio

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS4C01

making and responding to requests such as asking for items, requesting help, clarification, rephrasing or repetion, for example, ¿Me prestas …?, Permiso …, Habla más alto, cerrad vuestros libros; Pásame las tijeras, ¿Dónde están los lápices?, ¿Puedo usar mi ordenador/computadora? Busca la aplicación … en tu tableta, Repit/e, por favor … ¿Cómo se dice …? ¿Cómo se escribe …?

Continuum extract

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

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

AC9LS4C02

participate in that involve planning with others, using a range of familiar and structures

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Elaborations

• negotiating and confirming turn-taking and complimenting their friends, for example, ¿Me/Te toca? Es mi/tu turno, ¡Muy bien!, felicitaciones/enhorabuena, ¡qué guay! Excelente, buen trabajo
• making matching-pair games with Spanish and English cards and linking vocabulary for familiar concepts or objects such as family members, food, , weather, animals
• creating simple action songs and games that include alternating repetitive in Spanish and English, for example, Simón dice /Simon Says, Piedra, papel o tijeras /Rock, paper, scissors
• following procedures such as a simple recipe, craft making or a science experiment, and repeating of sequencing and instructions, for example, Paso 1 lavar. Paso 2 pelar. Paso 3 cortar ; working as a team, Tú lavas, yo corto
• working together to , rehearse and present a simple plan or for a special event such as an assembly, and allocating tasks such as the writer, presenter, for example, Carlos va a escribir, María va a usar la computadora.
• planning a puppet show, creating a canteen menu or picture book for a buddy class, and collaborating to make decisions about content, vocabulary and design, for example, ¿Cuál quieres, ésta o ésa? Dame/toma/pásame el pegamento/la goma ...
• working with visual, print and digital modes of expression to invitations for a party, or class event, for example, Querido/a amigo/a; Me gustaría invitarte a mi ... el 15 de enero ¡Te espero! ¡Nos vemos en mi casa! Gracias. ¡Hasta pronto!
• participating in organising a shared lunch or class party to welcome real or imaginary Spanish-speaking guests, discussing who will bring what, who will invite people and run , for example, Hágamos un queque/pastel/torta. ¿Quién trae el azúcar? ¿Quién la harina? ¿Quién trae la miel? ¿Quién

trae la leche?

Students learn to:

participate in activities that involve planning with others, using a range of familiar p modelled structures

(AC9LS4C02)

General capabilities and cross-curriculum priorities

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

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

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 .

Social management

• Communication
• Collaboration

Social management

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Social management

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• Collaboration

Resources

Snapshot – Develop multiple perspectives

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

Content description

AC9LS4C02

Continuum extract

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

• identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives
• discuss different perspectives on familiar topics and intercultural experiences, describing how people's thinking and behaviour may be influenced by a range of factors
• examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LS4C02

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.
• listens actively to stay on topic in a small group discussion
• takes an active role in small group and whole-class discussion by volunteering ideas and opinions
• asks relevant questions for clarification or to find out others' ideas (e.g. "What do you think about that?")
• takes turns in interactions
• interacts using appropriate language in pairs or a small group to complete tasks
• interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
• presents simple ideas clearly in group situations
• actively encourages or supports other speakers
• shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)
• uses language to initiate interactions in a small group situation (e.g. "I have an idea")
• critically evaluate ideas and claims made by a speaker
• explains new learning from interacting with others
• appropriately presents an alternative point to the previous speaker
• initiates interactions confidently in group and whole-class discussions
• poses pertinent questions to make connections between a range of ideas
• uses open questions to prompt a speaker to provide more information
• clarifies task goals and negotiates roles in group learning
• monitors discussion to manage digression from the topic
• identifies and articulates the perspective of a speaker, to move a conversation forward

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS4C02

negotiating and confirming turn-taking and complimenting their friends, for example, ¿Me/Te toca? Es mi/tu turno, ¡Muy bien!, felicitaciones/enhorabuena, ¡qué guay! Excelente, buen trabajo

Continuum extract

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

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LS4C02

negotiating and confirming turn-taking and complimenting their friends, for example, ¿Me/Te toca? Es mi/tu turno, ¡Muy bien!, felicitaciones/enhorabuena, ¡qué guay! Excelente, buen trabajo

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS4C02

Continuum extract

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

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LS4C02

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS4C02

creating simple action songs and games that include alternating repetitive phrases in Spanish and English, for example, Simón dice /Simon Says, Piedra, papel o tijeras /Rock, paper, scissors

Continuum extract

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

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LS4C02

creating simple action songs and games that include alternating repetitive phrases in Spanish and English, for example, Simón dice /Simon Says, Piedra, papel o tijeras /Rock, paper, scissors

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS4C02

following procedures such as a simple recipe, craft making or a science experiment, and repeating language of sequencing and instructions, for example, Paso 1 lavar. Paso 2 pelar. Paso 3 cortar ; working as a team, Tú lavas, yo corto

Continuum extract

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

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LS4C02

following procedures such as a simple recipe, craft making or a science experiment, and repeating language of sequencing and instructions, for example, Paso 1 lavar. Paso 2 pelar. Paso 3 cortar ; working as a team, Tú lavas, yo corto

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS4C02

working together to write, rehearse and present a simple plan or script for a special event such as an assembly, and allocating tasks such as the writer, presenter, for example, Carlos va a escribir, María va a usar la computadora.

Continuum extract

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

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LS4C02

working together to write, rehearse and present a simple plan or script for a special event such as an assembly, and allocating tasks such as the writer, presenter, for example, Carlos va a escribir, María va a usar la computadora.

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS4C02

planning a puppet show, creating a canteen menu or picture book for a buddy class, and collaborating to make decisions about content, vocabulary and design, for example, ¿Cuál quieres, ésta o ésa? Dame/toma/pásame el pegamento/la goma ...

Continuum extract

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

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LS4C02

planning a puppet show, creating a canteen menu or picture book for a buddy class, and collaborating to make decisions about content, vocabulary and design, for example, ¿Cuál quieres, ésta o ésa? Dame/toma/pásame el pegamento/la goma ...

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS4C02

working with visual, print and digital modes of expression to create invitations for a party, performance or class event, for example, Querido/a amigo/a; Me gustaría invitarte a mi ... el 15 de enero ¡Te espero! ¡Nos vemos en mi casa! Gracias. ¡Hasta pronto!

Continuum extract

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

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LS4C02

working with visual, print and digital modes of expression to create invitations for a party, performance or class event, for example, Querido/a amigo/a; Me gustaría invitarte a mi ... el 15 de enero ¡Te espero! ¡Nos vemos en mi casa! Gracias. ¡Hasta pronto!

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS4C02

participating in organising a shared lunch or class party to welcome real or imaginary Spanish-speaking guests, discussing who will bring what, who will invite people and run activities, for example, Hágamos un queque/pastel/torta. ¿Quién trae el azúcar? ¿Quién la harina? ¿Quién trae la miel? ¿Quién trae la leche?

Continuum extract

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

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LS4C02

participating in organising a shared lunch or class party to welcome real or imaginary Spanish-

speaking guests, discussing who will bring what, who will invite people and run activities, for example, Hágamos un queque/pastel/torta. ¿Quién trae el azúcar? ¿Quién la harina? ¿Quién trae la miel? ¿Quién trae la leche?

Continuum extract

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

AC9LS4C03

locate and respond to key information related to familiar content obtained from spoken, written and

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Elaborations

• questioning or surveying classmates about likes and dislikes, interests or favourite things, and representing the data in various formats such as pie charts, lists, tables or a shared class graph, for example, ¿Cuál es tu videojuego/animal favorito? ¿Te gusta …? ¿Cuándo es tu cumpleaños?
• researching aspects of the Spanish-speaking world, for example, animal species, currency, indigenous /communities, and presenting information in new ways such as a digital display or a spoken, print or visual presentation with names, descriptions and captions, for example, La llama es blanca … La moneda de ... es el ... La gente nativa de … son …
• comparing information about and practices in a Spanish-speaking country and Australia, for example, to, or viewing related to aspects of school life such as timetables, canteen menus, extracurricular or sports
• learning that First Nations Australian change according to connections and relationships between people, and giving examples of how this occurs in Spanish
• to, or viewing a range of through shared and guided participation, and responding to about , ideas and events or by illustrating and captioning aspects of
• expressing personal reactions to or events in such as children's television programs, stories and songs, using such as puppets or masks, for example, Me gusta/no me gusta … ¡Qué asco! ¡Qué raro! Ellos son muy graciosos/divertidos, Ellas son muy graciosas/divertidas
• using a range of techniques to act out or animate the key physical and traits of well-known , incorporating their favourite sayings/ , sounds, , and , for example, ¡Soy Dora Márquez, soy valiente y fuerte! ¡Vamos arriba!
• creating adaptations of well-known stories using familiar , for example, ¿Dónde va el señor pollo? El señor pollo va a Colombia. En Colombia, el señor pollo va a un banco. ¿Dónde está Wally? Wally está en un barco. Wally va a Argentina
• categorising information from a range of such as leaflets, advertisements, menus, catalogues, short radio announcements, using tables, graphs and diagrams, for example, classifying plants/animals, natural/made items, recyclable/disposable, or by price, colour, size, etc.
• to factual reports such as a weather updates, sport scores, television/movie programs, and creating an invitation for their friend(s) to participate in an , incorporating elements from the stimulus , for example, Mañana llueve y hace sol, ¿Vamos al partido? Hace sol, ¿jugamos?
Students learn to:

locate and respond to key information related to familiar content obtained from spo multimodal texts

(AC9LS4C03)

General capabilities and cross-curriculum priorities

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

Inquiring

• Identify, process and evaluate information

Reading and viewing

• Understanding texts

Speaking and listening

• Listening

Elaborations

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

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Culture

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

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Resources

Work Samples

WS01 - My week

Snapshot – Identify, process and evaluate information

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

Content description

AC9LS4C03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and explore relevant information from a range of sources, including visual information and digital sources
• identify and explain similarities and differences in selected information
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9LS4C03

Learning progression extract

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

Comprehension

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

Processes

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

Vocabulary

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

Comprehension

- reads and views simple texts and some elementary texts (see Text complexity)
- scans texts to locate specific information in an elementary print text
- recounts or describes the most relevant details from a text
- tracks ideas or information throughout the text
- identifies main idea by synthesising information across a simple text
- identifies the arguments in an elementary text
- identifies the purpose of elementary informative, imaginative and persuasive texts (e.g. uses verbs and dot points to identify a set of instructions)
- explains how inferences are drawn using background knowledge or language features (e.g. infers character's feelings from actions)
- makes connections between texts (e.g. compares 2 versions of a well-known story)
- integrates new learning from reading with current knowledge (e.g. "I know that insects have wings but I didn't know all insects have six legs")
- predicts the content and purpose of a text based on a range of text features

Processes

- uses a bank of phonic knowledge and word recognition skills and grammatical and contextual knowledge to read simple and elementary texts (see Phonic knowledge and word recognition)
- recognises when meaning breaks down, pauses and uses phonic knowledge, contextual knowledge, and strategies such as repeating words, re-reading and reading on to self-correct (see Phonic knowledge and word recognition)
- identifies parts of text used to answer literal and inferential questions
- uses cohesive devices to connect ideas or events (e.g. tracks pronoun referencing) (see Grammar)
- uses phrasing and punctuation to support reading for meaning (e.g. noun, verb and adjectival groups) (see Fluency and Grammar)
- identifies common features in similar texts (e.g. photographs in informative texts)

Vocabulary

- uses morphological knowledge to explain words (e.g. "help" [base] + "less" [suffix] = "helpless")
- interprets language devices (e.g. exaggeration or repetition)

• interprets simple imagery (e.g. simile, onomatopoeia)

• uses context and grammar knowledge to understand unfamiliar words (e.g. the word "vast" in the phrase "vast desert")

• identifies words that state opinions (e.g. "I think")

• understands the use of common idiomatic or colloquial language in texts (e.g. "get your head around it")

Comprehension

• reads and views elementary texts (see Text complexity)

• locates information or details embedded in the text

• identifies the main idea in an elementary text

• identifies the purpose of a broad range of informative, imaginative and persuasive texts (e.g. advertisements, diary entry)

• draws inferences and identifies supporting evidence in the text

• monitors the development of ideas using language and visual features (e.g. topic sentences, key verbs, graphs)

• recognises that texts can present different points of view

• distinguishes between fact and opinion in texts

• compares and contrasts texts on the same topic to identify how authors represent the same ideas differently

Processes

• integrates phonic knowledge, word recognition skills, grammatical and contextual knowledge to read elementary texts (see Phonic knowledge and word recognition and Fluency)

• identifies language features that signal purpose in an elementary text (e.g. diagrams, dialogue)

• uses strategies to predict and confirm meaning (e.g. uses sentence structure to predict how ideas will be developed)

• navigates texts using common signposting devices such as headings, subheadings, paragraphs, navigation bars and links

Vocabulary

• interprets creative use of figurative language (e.g. metaphor, simile, onomatopoeia)

• interprets unfamiliar words using grammatical knowledge, morphological knowledge and etymological knowledge

• describes the language and visual features of texts using metalanguage (e.g. grammatical terms such as "cohesion", "tense", "noun groups/phrases")

• recognises how synonyms are used to enhance a text (e.g. "transport", "carry", "transfer")

• draws on knowledge of word origin to work out meaning of discipline-specific terms (e.g. "universe")

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

Snapshot – Listening

Literacy: Speaking and listening: Listening

Content description

AC9LS4C03

Learning progression extract

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

• responds to simple and elementary texts (see Text complexity)

• recalls specific information from a spoken text (e.g. recalls a message from a school assembly announcement)

• answers literal and simple inferential questions from a text they have listened to

• infers obvious meaning from a simple, spoken text (e.g. identifies character's job as a sales assistant from dialogue with a shopper)

• experiments with a small range of listening strategies (e.g. asks speaker to repeat information, if unclear)

• uses learnt vocabulary and simple adjectives to recount key ideas from heard text

• responds to elementary texts (see Text complexity)

• listens purposefully to texts to identify specific learning area content

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9LS4C03

questioning or surveying classmates about likes and dislikes, interests or favourite things, and representing the data in various formats such as pie charts, lists, tables or a shared class graph, for example, ¿Cuál es tu videojuego/animal favorito? ¿Te gusta …? ¿Cuándo es tu cumpleaños?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference

Snapshot – Identify, process and evaluate information

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

Content description

AC9LS4C03

researching aspects of the Spanish-speaking world, for example, animal species, currency, indigenous languages/communities, and presenting information in new ways such as a digital display or a spoken, print or visual presentation with names, descriptions and captions, for example, La llama es blanca … La moneda de ... es el ... La gente nativa de … son …

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference

Snapshot – Identify, process and evaluate information

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

Content description

AC9LS4C03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and explore relevant information from a range of sources, including visual information
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Snapshot – Identify, process and evaluate information

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

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Snapshot – Identify, process and evaluate information

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

Content description

AC9LS4C03

expressing personal reactions to characters or events in texts such as children's television
programs, stories and songs, using artefacts such as puppets or masks, for example, Me gusta/no me
gusta … ¡Qué asco! ¡Qué raro! Ellos son muy graciosos/divertidos, Ellas son muy graciosas/divertidas

Continuum extract

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Snapshot – Identify, process and evaluate information

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

Content description

AC9LS4C03

using a range of techniques to act out or animate the key physical and character traits of well-
known characters, incorporating their favourite sayings/words, sounds, gestures, accent and

intonation, for example, ¡Soy Dora Márquez, soy valiente y fuerte! ¡Vamos arriba!

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
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and digital sources
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• identify and examine relevant information and opinion from a range of sources, including visual
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Snapshot – Identify, process and evaluate information

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

Content description

AC9LS4C03

creating adaptations of well-known stories using familiar phrases, for example, ¿Dónde va el señor
pollo? El señor pollo va a Colombia. En Colombia, el señor pollo va a un banco. ¿Dónde está Wally?
Wally está en un barco. Wally va a Argentina

Continuum extract

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Snapshot – Identify, process and evaluate information

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

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AC9LS4C03
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information and digital sources
• compare information and opinion that can be verified against claims based on personal preference

Snapshot – Identify, process and evaluate information

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

Content description

AC9LS4C03

listening to factual reports such as a weather updates, sport scores, television/movie programs, and
creating an invitation for their friend(s) to participate in an activity, incorporating elements
from the stimulus text, for example, Mañana llueve y hace sol, ¿Vamos al partido? Hace sol,
¿jugamos?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and explore relevant information from a range of sources, including visual information and digital sources
• identify and explain similarities and differences in selected information
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference

Resource – WS01 - My week

By the end of Year 4, students use Spanish language to initiate structured interactions to share information related to the classroom and their personal world. They use modelled language to participate in spoken and written activities that involve planning. They locate and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic syntax to create texts.

Students imitate sound combinations and rhythms of Spanish language. They demonstrate understanding that Spanish has non-verbal, spoken and written language conventions and rules to create and make meaning. They recognise that some terms have cultural meanings. They identify patterns in Spanish and make comparisons between Spanish and English. They understand that the Spanish language is connected with culture, and identify how this is reflected in their own language(s) and culture(s).

AC9LS4C03

locate and respond to key information related to familiar content obtained from spoken, written and multimodal texts

AC9LS4C05

create and present informative and imaginative spoken, written and multimodal texts using formulaic expressions, simple phrases and sentences and modelled textual conventions

AC9LS4U01

recognise and use modelled combinations of sounds, pronunciation and intonation patterns of Spanish to form words and phrases

AC9LS4U02

recognise Spanish language conventions, grammatical structures and basic syntax in familiar texts and contexts

AC9LS4C04

develop strategies to comprehend and Spanish in familiar to cultural meaning

•

•

Elaborations

• comparing Spanish expressions used in routine social such as greetings, with equivalent English expressions, identifying similarities, differences, and cultural references, for example, ¿Qué tal? (Hi!), chao (See you later) ¡Buen provecho! (Enjoy your lunch)
• matching signs from the Spanish-speaking world with equivalents found in Australia, for example, Llamas en la carretera and Koalas crossing, No pisar el césped and Keep off the grass
• applying knowledge of the alphabet to use a picture or online dictionary and find the meanings of simple used in class, and comparing Spanish and English versions of each
• knowing when to apply varying levels of formality and show respect depending on the occasion, and relationship between speakers, for example, using por favor ... gracias, puedo, de nada, permiso, salud , and discussing the importance of manners and showing courtesy
• explaining , when using Spanish, which look or feel different from their ways of in their own , for example, around mealtimes, special occasions or in the classroom
• identifying , expressions or in Spanish that they think would need to be explained to a non-

Spanish speaker such as naming or expressions associated with affection and familiarity, for example, Valeria Alejandra González García, Luis Ángel Rojas Contreras, Beto, Chema, Juanita/Juanito, Abuelita
• considering and , noticing surrounding in a to infer or guess the meaning of new /expressions
• applying English literacy skills such as familiar or similar spelling, recognition or parts of speech, to support their understanding of new and concepts encountered in Spanish
• commenting on culturally specific elements of stories or songs, for example, family relationships, the role of music or

Students learn to:

develop strategies to comprehend and adjust Spanish language in familiar contexts meaning

(AC9LS4C04)

General capabilities and cross-curriculum priorities

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

Navigating intercultural contexts

• Adapt in intercultural exchanges

Reading and viewing

• Understanding texts

Elaborations

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

Navigating intercultural contexts

• Adapt in intercultural exchanges

Navigating intercultural contexts

• Adapt in intercultural exchanges

Navigating intercultural contexts

• Adapt in intercultural exchanges

Navigating intercultural contexts

• Adapt in intercultural exchanges

Analysing

• Interpret concepts and problems

Analysing

• Interpret concepts and problems

Resources

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LS4C04

Continuum extract

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

• consider different responses to intercultural exchanges, practising ways to show respect and develop empathy
• use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour
• modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9LS4C04

Learning progression extract

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

content.

Comprehension

• reads and views simple texts independently (see Text complexity)

• locates directly stated information

• recounts or describes sequenced ideas or information

• identifies a clearly evident main idea in a simple text

• listens to texts to engage with learning area content (e.g. a text about family histories)

• reads and views the content of texts and describes new or learnt information

• expresses an opinion or preference for a topic or text with a supporting reason

• draws obvious inferences by integrating print, visual and audio aspects of simple texts (e.g. uses images and key words to infer a character's job)

• identifies some differences between imaginative and informative texts (e.g. different styles of images in a fairy tale and instructions for a game)

Processes

• uses phonic knowledge, word recognition, sentence structure, punctuation and contextual knowledge to read simple texts (see Phonic knowledge and word recognition) (see Text complexity)

• reads high-frequency words in continuous text

• reads using sentence features such as word order and sentence boundary punctuation (e.g. question marks)

• pauses when meaning breaks down and attempts to self-correct

• uses visual and auditory cues to build meaning (e.g. colour, shape and size of images, sound effects)

• selects appropriate reading paths when reading simple texts and navigates simple screen-based texts for specific purposes

Vocabulary

• identifies key words and the meaning they carry (e.g. nouns, verbs)

• makes plausible interpretations of the meaning of unfamiliar words

• understands simple qualifying or emotive words

• uses context to understand homonyms

Comprehension

• reads and views simple texts and some elementary texts (see Text complexity)

• scans texts to locate specific information in an elementary print text

• recounts or describes the most relevant details from a text

• tracks ideas or information throughout the text

• identifies main idea by synthesising information across a simple text

• identifies the arguments in an elementary text

• identifies the purpose of elementary informative, imaginative and persuasive texts (e.g. uses verbs and dot points to identify a set of instructions)

• explains how inferences are drawn using background knowledge or language features (e.g. infers character's feelings from actions)

• makes connections between texts (e.g. compares 2 versions of a well-known story)

• integrates new learning from reading with current knowledge (e.g. "I know that insects have wings but I didn't know all insects have six legs")

• predicts the content and purpose of a text based on a range of text features

Processes

• uses a bank of phonic knowledge and word recognition skills and grammatical and contextual knowledge to read simple and elementary texts (see Phonic knowledge and word recognition)

• recognises when meaning breaks down, pauses and uses phonic knowledge, contextual knowledge, and strategies such as repeating words, re-reading and reading on to self-correct (see Phonic knowledge and word recognition)

• identifies parts of text used to answer literal and inferential questions

• uses cohesive devices to connect ideas or events (e.g. tracks pronoun referencing) (see Grammar)

• uses phrasing and punctuation to support reading for meaning (e.g. noun, verb and adjectival groups) (see Fluency and Grammar)

• identifies common features in similar texts (e.g. photographs in informative texts)

Vocabulary

• uses morphological knowledge to explain words (e.g. "help" [base] + "less" [suffix] = "helpless")

• interprets language devices (e.g. exaggeration or repetition)

• interprets simple imagery (e.g. simile, onomatopoeia)

• uses context and grammar knowledge to understand unfamiliar words (e.g. the word "vast" in the phrase "vast desert")

• identifies words that state opinions (e.g. "I think")

• understands the use of common idiomatic or colloquial language in texts (e.g. "get your head around it")

Comprehension

• reads and views elementary texts (see Text complexity)

• locates information or details embedded in the text

• identifies the main idea in an elementary text

• identifies the purpose of a broad range of informative, imaginative and persuasive texts (e.g. advertisements, diary entry)

• draws inferences and identifies supporting evidence in the text

• monitors the development of ideas using language and visual features (e.g. topic sentences, key verbs, graphs)

• recognises that texts can present different points of view

• distinguishes between fact and opinion in texts

• compares and contrasts texts on the same topic to identify how authors represent the same ideas differently

Processes

• integrates phonic knowledge, word recognition skills, grammatical and contextual knowledge to read elementary texts (see Phonic knowledge and word recognition and Fluency)

• identifies language features that signal purpose in an elementary text (e.g. diagrams, dialogue)

• uses strategies to predict and confirm meaning (e.g. uses sentence structure to predict how ideas will be developed)

• navigates texts using common signposting devices such as headings, subheadings, paragraphs, navigation bars and links

Vocabulary

• interprets creative use of figurative language (e.g. metaphor, simile, onomatopoeia)

• interprets unfamiliar words using grammatical knowledge, morphological knowledge and etymological knowledge

• describes the language and visual features of texts using metalanguage (e.g. grammatical terms such as "cohesion", "tense", "noun groups/phrases")

• recognises how synonyms are used to enhance a text (e.g. "transport", "carry", "transfer")

• draws on knowledge of word origin to work out meaning of discipline-specific terms (e.g. "universe")

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

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LS4C04

comparing Spanish expressions used in routine social interactions such as greetings, with equivalent English expressions, identifying similarities, differences, and cultural references, for example, ¿Qué tal? (Hi!), chao (See you later) ¡Buen provecho! (Enjoy your lunch)

Continuum extract

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

• consider different responses to intercultural exchanges, practising ways to show respect and develop empathy

• use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour

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

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LS4C04

knowing when to apply varying levels of formality and show respect depending on the occasion, context and relationship between speakers, for example, using por favor ... gracias, puedo, de nada, permiso, salud , and discussing the importance of manners and showing courtesy

Continuum extract

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

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LS4C04

Continuum extract

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• consider different responses to intercultural exchanges, practising ways to show respect and develop empathy
• use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour
• modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LS4C04

identifying words, expressions or conventions in Spanish that they think would need to be explained to a non-Spanish speaker such as naming conventions or expressions associated with affection and familiarity, for example, Valeria Alejandra González García, Luis Ángel Rojas Contreras, Beto, Chema, Juanita/ Juanito, Abuelita

Continuum extract

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LS4C04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the main parts of a concept or problem and describe how these relate to each other
• identify and prioritise significant elements and relationships within a concept or problem
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LS4C04

Continuum extract

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

• identify the main parts of a concept or problem and describe how these relate to each other

• identify and prioritise significant elements and relationships within a concept or problem

• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area

AC9LS4C05

and present informative and imaginative spoken, written and using expressions, simple and and textual

•

•

Elaborations

• creating a class report or visual/digital display related to topics they have been studying in Spanish and/or other learning areas, for example, frutas, animales , daily routines, menu of favourite dishes from Spanish-speaking countries

• planning and presenting information on cultural events of interest to peers, for example, adapting a popular Spanish children's story to a puppet show or a show and tell of a cultural from a Spanish-speaking country, using a combination of and visual images such as photos, illustrations, captions and diagrams, for example, Esto es …, Es …, Es de …

• using innovative ways to a self-profile or self-introduction, for example, using captioned photos in a scrapbook, slide presentation, or a digital, animated representing themselves, to highlight key characteristics and details, for example, Tengo nueve años, Vivo en Sídney, Estudio chino los sábados, Tengo el pelo negro y los ojos verdes.

• creating simple descriptions in Spanish and matching them to appropriate First Nations locations in their local area or elsewhere in Australia

• recreating familiar stories or fables to share with younger learners of Spanish, using and images or to the

• the first part of a short, imaginative , independently or in pairs, and exchanging papers with others to complete a story or , for example, Érase una vez un conejo blanco ...

• singing or reciting alternative versions of familiar songs or learnt in class, for example, from La vaca lechera to La vaca loca , La gallina turuleca to La gallina feliz

• creating simple such as Cuentos de la selva, by creating captions for a series of images, or a mini book such as el reciclaje or animales salvajes

• making a sculpture and annotating it to explain their creation, for example, Esta es mi mascota. Es un perro. Tiene el pelo marrón y los ojos negros.

• researching a Spanish-speaking country/region and a packing list appropriate for weather, conditions and , for example, Mi lista de equipaje para la Patagonia: botas de montaña, chaqueta, gorro …

Students learn to:

create and present informative and imaginative spoken, written and multimodal text expressions, simple phrases and sentences and modelled textual conventions

(AC9LS4C05)

General capabilities and cross-curriculum priorities

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

Writing

• Creating texts

Speaking and listening

• Speaking

Social management

• Communication

Elaborations

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

Social management

• Communication

Social management

• Communication

Social management

• Communication

Country/Place

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

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Resources

Work Samples

WS01 - My week

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9LS4C05

Learning progression extract

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

Crafting ideas

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

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

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

• combines visuals with written text where appropriate

• reads back own writing word by word

• talks about own text and describes subject matter and images

Text forms and features

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

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

• writes from left to right using spaces between attempted words

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

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

Vocabulary

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

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

• uses taught high-frequency words

Crafting ideas

• creates a text including 2 or 3 related ideas for a familiar purpose such as recounting an event, telling a story, expressing thoughts, feelings and opinions
• includes beginning structural features (e.g. statement of an opinion, a heading, description of an event linked to time and place)
• creates texts for learning area purposes (e.g. labelling a simple diagram, ordering events on a timeline)

Text forms and features

• writes simple sentences made up of basic verb groups, noun groups and phrases (e.g. "We visited my aunty's house last week.")
• writes compound sentences using common conjunctions (e.g. "My house is big but the garden is small.")
• makes plausible attempts to write unfamiliar words phonetically (e.g. "enjn" for "engine") (see Spelling)
• uses capital letters correctly to indicate proper nouns (see Punctuation)
• uses capital letters at the start and full stops at the end of sentences (see Punctuation)
• spells some high-frequency words correctly (see Spelling)
• uses appropriate key words to represent simple concepts (e.g. "aunty", "sister", "cousin" in a text about family)

Vocabulary

• uses adjectives to add meaning by describing qualities or features (e.g. "small", "long", "red") (see Grammar)
• uses words in own writing adopted from other writers
• uses simple words to add clarity to ideas (e.g. modifying and qualifying words such as "very")

Crafting ideas

• creates texts for a range of purposes such as observing and describing, providing reasons, expressing thoughts and feelings about a topic
• includes 4 or more simply stated and clearly connected ideas (e.g. introduces a topic and includes one or 2 facts; states an opinion with a reason; gives a recount of an event)
• includes a simple introduction to orient the reader (e.g. states a fact to introduce a report; states an opinion to introduce an argument; introduces a character to begin a narrative)
• writes ideas appropriate to a task or topic in sequenced sentences (e.g. writes informative texts with all the facts related to the topic)
• selects and discards ideas to make texts suitable for familiar audiences and purposes

Text forms and features

• writes simple, compound and some complex sentences related to a topic using a broader range of conjunctions (e.g. "and", "but", "so", "because", "when") (see Grammar)
• maintains tense within a sentence (see Grammar)
• selects images to complement writing
• spells many high-frequency words correctly (see Spelling)
• uses sentence punctuation correctly (e.g. !, ?) (see Punctuation)
• uses noun groups/phrases to add detail (e.g. "the tomato plant in the pot") (see Grammar)
• uses a range of simple cohesive devices such as pronoun referencing and sequencing connectives
• uses adverbs to give precise meaning to verbs (e.g. "talking loudly") (see Grammar)

Vocabulary

• uses a range of qualifying words (e.g. "every day"; "action movie")
• selects more specific adjectives (e.g. "giant" for "tall"; "golden" for "yellow")
• uses learning area topic vocabulary (e.g. "natural")
• uses common homophones correctly (e.g. "two", "too", "to")
• uses common idiomatic and colloquial phrases (e.g. "a piece of cake")

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9LS4C05

Learning progression extract

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

Crafting ideas
• creates short texts using a few connected sentences, on familiar and learnt topics (e.g. retells a familiar story or describes a process)
• speaks audibly and clearly to a familiar audience (e.g. own class)
• uses some extended sentences
• organises key ideas in logical sequence
• provides some supporting details
• expresses causal relationships (e.g. "when the egg cracked, the chicken came out")
• provides simple justifications (e.g. "I chose cherries because they are red.")
• uses some varying intonation or volume for emphasis
• regulates pace with pausing

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

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

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

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

Vocabulary
• uses a broader range of more complex noun groups/phrases to expand description (e.g. "protective, outer covering")
• selects more specific and precise words to replace general words (e.g. uses "difficult" or "challenging" for "hard")
• uses some rhetorical devices (e.g. "don't you agree?")

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS4C05

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS4C05

creating a class report or visual/digital display related to topics they have been studying in Spanish and/or other learning areas, for example, frutas, animales , daily routines, menu of favourite dishes from Spanish-speaking countries

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS4C05

planning and presenting information on cultural events of interest to peers, for example, adapting a popular Spanish children's story to a puppet show or a show and tell of a cultural artefact from a Spanish-speaking country, using a combination of language and visual images such as photos, illustrations, captions and diagrams, for example, Esto es …, Es …, Es de …

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS4C05

using innovative ways to create a self-profile or self-introduction, for example, using captioned photos in a scrapbook, slide presentation, or a digital, animated character representing themselves, to highlight key characteristics and details, for example, Tengo nueve años, Vivo en Sídney, Estudio chino los sábados, Tengo el pelo negro y los ojos verdes.

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS4C05

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS4C05

writing the first part of a short, imaginative text, independently or in pairs, and exchanging
papers with others to complete a story or sentence, for example, Érase una vez un conejo blanco ...

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS4C05

singing or reciting alternative versions of familiar songs or rhymes learnt in class, for example,
from La vaca lechera to La vaca loca , La gallina turuleca to La gallina feliz

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS4C05

creating simple bilingual texts such as Cuentos de la selva, by creating captions for a series of
images, or a mini book such as el reciclaje or animales salvajes

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS4C05

making a sculpture and annotating it to explain their creation, for example, Esta es mi mascota. Es
un perro. Tiene el pelo marrón y los ojos negros.

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS4C05

researching a Spanish-speaking country/region and writing a packing list appropriate for weather, conditions and activities, for example, Mi lista de equipaje para la Patagonia: botas de montaña, chaqueta, gorro …

Continuum extract

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

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

AC9LS4U01

recognise and use combinations of sounds, and patterns of Spanish to form and

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Elaborations

• applying the rules of the silent h as in hamaca, ahora and almohada and recognising that , for example, hotel, hipopótamo, hospital, héroe, hamburguesa, helicóptero also do not pronounce the h as they would in English
• recognising and using different for statements, commands, exclamations and , for example, Rosa va a la escuela; ¿Rosa va a la escuela?; ¡Vamos todos! ¡Ay, ay, ay!
• using knowledge of familiar sounds and patterns to spell new , for example, how to spell Pablo having first learnt the spelling of hablo, pato and gato , or lápiz and lapicero
• playing games, such as Word Bingo and Snap, with more difficult sounds, for example, the letter c in camino/coco compared with cero/ciruela
• exploring the function of in relation to and , for example, café, teléfono, árbol
• understanding that some letters to make single sounds, for example, gu in seguimos or qu in queso
• using during group and spoken , for animal sounds, actions and reactions, for example, Achís, Auuuu, Boing

Students learn to:

recognise and use modelled combinations of sounds, pronunciation and intonation to form words and phrases

(AC9LS4U01)

General capabilities and cross-curriculum priorities

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

Reflecting on culture and cultural diversity

• Explore the influence of cultures on interactions

Speaking and listening

• Speaking

Elaborations

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

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Resources
Work Samples
WS01 - My week

Snapshot – Explore the influence of cultures on interactions
Intercultural Understanding: Reflecting on culture and cultural diversity: Explore cultures on interactions

Content description
AC9LS4U01
Continuum extract
The following continuum extract shows the alignment of the continuum with this content.
• describe how their cultural identities influence interactions with others
• understand how cultural and linguistic diversity affect interactions within their community
• examine the influence of cultural and linguistic diversity on familiar interactions, and identify opportunities or challenges for relationship-building

Snapshot – Speaking
Literacy: Speaking and listening: Speaking

Content description
AC9LS4U01
Learning progression extract
The following learning progression extract shows the alignment of the learning progression with this content.
Crafting ideas
• creates short texts using a few connected sentences, on familiar and learnt topics (e.g. retells a familiar story or describes a process)
• speaks audibly and clearly to a familiar audience (e.g. own class)
• uses some extended sentences
• organises key ideas in logical sequence
• provides some supporting details
• expresses causal relationships (e.g. "when the egg cracked, the chicken came out")
• provides simple justifications (e.g. "I chose cherries because they are red.")
• uses some varying intonation or volume for emphasis
• regulates pace with pausing
Vocabulary
• uses some precise vocabulary from learning areas
• uses connectives to sequence ideas (e.g. "first", "then", "next", "finally") (see Grammar)
• uses vocabulary to express cause and effect (e.g. "The excursion was cancelled because it rained.")
• uses some modal language to influence or persuade (e.g. "should", "will") (see Grammar)
Crafting ideas
• creates spoken texts for a range of purposes across learning areas (e.g. explains how the mathematics problem was solved)
• uses complex sentence constructions including relative clauses (e.g. "The boy who drew the picture got a prize.") (see Grammar)
• adjusts register according to purpose and audience
• elaborates on ideas using a short sequence of sentences
• incorporates learnt content into spoken text
• sequences ideas and events appropriately
• uses mainly correct grammatical constructions (e.g. pronoun references; noun-verb agreement)
• varies volume and intonation to suit purpose and audience
• plans and delivers spoken presentations using appropriate structure and language
• includes video and audio enhancements to spoken texts, where appropriate (e.g. includes slides or pictures in a spoken presentation)
Vocabulary

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

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

Vocabulary
- uses a broader range of more complex noun groups/phrases to expand description (e.g. "protective, outer covering")
- selects more specific and precise words to replace general words (e.g. uses "difficult" or "challenging" for "hard")
- uses some rhetorical devices (e.g. "don't you agree?")

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS4U01

applying the rules of the silent h as in hamaca, ahora and almohada and recognising that loan words, for example, hotel, hipopótamo, hospital, héroe, hamburguesa, helicóptero also do not pronounce the h as they would in English

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS4U01

recognising and using different intonation for statements, commands, exclamations and questions, for example, Rosa va a la escuela; ¿Rosa va a la escuela?; ¡Vamos todos! ¡Ay, ay, ay!

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS4U01

using knowledge of familiar sounds and patterns to spell new words, for example, predicting how to spell Pablo having first learnt the spelling of hablo, pato and gato , or lápiz and lapicero

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS4U01

playing games, such as Word Bingo and Snap, with more difficult sounds, for example, the letter c in camino/coco compared with cero/ciruela

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS4U01

exploring the function of accents in relation to stress and pronunciation, for example, café, teléfono, árbol

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS4U01

understanding that some letters blend to make single sounds, for example, gu in seguimos or qu in queso

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS4U01

using onomatopoeia during group reading and spoken text, for animal sounds, actions and reactions, for example, Achís, Auuuu, Boing

Continuum extract

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

Resource – Spanish language resource

Spanish

Language support resource

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

illustrative examples of language and language use.
Introduction
The resource provides suggestions for sequential development in 2 parts:
• Part 1 – language features and structures
• Part 2 – thematic contexts for language use.
The content is presented in 3 broad levels: beginner, intermediate and advanced, and is independent of the year bands and sequences in the curriculum and the time spent on task.

Teachers can use suggestions in the resource to adapt curriculum content to meet the diverse language needs and learning backgrounds of students at different entry points into second language learning. For example, if a Year 5 student is learning Spanish for the first time, a teacher can use the cognitive demand of the Years 5 and 6 curriculum achievement standards and content descriptions combined with beginner language features and structures, and/or thematic contexts.
Language features and structures
Part 1 provides language features and structures that are neither exhaustive nor mutually exclusive across the 3 different levels. Beginner, intermediate and advanced levels demonstrate how a particular feature or structure could be developed at different stages of a continuum of second language learning.
Thematic contexts for language use
Part 2 provides examples of thematic contexts for language use at beginner, intermediate and advanced levels. They are designed to give teachers ideas about how to support a progression of learning related to contexts and concepts of language use. Teachers are encouraged to adapt these to allow for student agency and to meet the needs, abilities and interests of their students, using the approaches, methodologies and pedagogies that best suit their students' learning.
Download

Resource – WS01 - My week

By the end of Year 4, students use Spanish language to initiate structured interactions to share information related to the classroom and their personal world. They use modelled language to participate in spoken and written activities that involve planning. They locate and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic syntax to create texts.

Students imitate sound combinations and rhythms of Spanish language. They demonstrate understanding that Spanish has non-verbal, spoken and written language conventions and rules to create and make meaning. They recognise that some terms have cultural meanings. They identify patterns in Spanish and make comparisons between Spanish and English. They understand that the Spanish language is connected with culture, and identify how this is reflected in their own language(s) and culture(s).

AC9LS4C03

locate and respond to key information related to familiar content obtained from spoken, written and multimodal texts

AC9LS4C05

create and present informative and imaginative spoken, written and multimodal texts using formulaic expressions, simple phrases and sentences and modelled textual conventions

AC9LS4U01

recognise and use modelled combinations of sounds, pronunciation and intonation patterns of Spanish to form words and phrases

AC9LS4U02

recognise Spanish language conventions, grammatical structures and basic syntax in familiar texts and contexts

AC9LS4U02

recognise Spanish , grammatical structures and basic in familiar and

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Elaborations

• using personal , for example, yo, tú, él, ella, nosotros/as, vosotros/as, ellos/as

• exploring the use and omission of by looking at endings and conjugations, for example, tengo instead of Yo tengo; Vivo en Australia. Estudio en la escuela. (Ella) Es Lourdes.

• identifying the use of familiar singular, and gender forms in simple , for example, La motocicleta es negra, Los pantalones son verdes, Los niños están felices

• using some possessive in familiar singular and forms, for example, nuestra clase, vuestra escuela, tu abuela, mis amigos, tus compañeros

• identifying some (from a list) that do not follow the regular masculine/feminine ending pattern, for example, el mapa, el problema, la mano

• using numbers in to indicate quantity, tell the time, dates and ages, noticing patterns, for example, tengo cinco amigas, Son las tres en punto, Hoy es veintiuno de agosto, Tengo nueve años

• applying punctuation and capitalisation rules when , for example, exclamation marks; comparing capitalisation in Spanish and English, for example, nationalities

• specifying location or direction using such as en, encima, debajo, a la izquierda and a la derecha , for example, La vaca está en la granja

• using and responding to imperatives to follow instructions and ask others to do something, for example, date prisa, colorea el dibujo, abre tu libro

• using in structures to seek information, for example, ¿Cómo te llamas? ¿Dónde está tu casa? ¿Cuántos hermanos tienes? ¿Quién es tu mejor amigo?

• using a range of to describe appearance and to express feelings or personality, for example, extraño, fantástico, estupendo, serio, responsable, inteligente

• using common in familiar , for example, ser and estar, dormir, estudiar and cantar

• using to locate events in time, for example, hoy, ayer, mañana , to describe weather, Hoy hace calor , and to name days of the week, Mañana es lunes

• linking simple ideas using , such as y, o and pero

Students learn to:

recognise Spanish language conventions, grammatical structures and basic syntax and contexts

(AC9LS4U02)

General capabilities and cross-curriculum priorities

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

Engaging with cultural and linguistic diversity

• Communicate responsively

Writing

• Grammar

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

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

• Communication

Social management

• Communication

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

• Communication

Social management

• Communication

Resources

Work Samples

WS01 - My week

Snapshot – Communicate responsively

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

Content description

AC9LS4U02

Continuum extract

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

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

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

• select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

Snapshot – Grammar

Literacy: Writing: Grammar

Content description

AC9LS4U02

Learning progression extract

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

Grammatical accuracy

• uses articles a, an and the with varying accuracy (e.g. "a dog", "a apple")

• writes comprehensible sentences that contain some misuse of prepositions (e.g. "mine is different than/then yours"), pronouns (e.g. "me and him went swimming") and adverbs (e.g. "we walked quick")

Group and word level

• uses pronouns to represent participants (e.g. "she", "we", "them")

• uses a small range of adjectives to build description in basic noun groups (e.g. "the little dog")

• uses common and proper nouns

• uses single verbs or simple verb groups with subject-verb agreement (e.g. "they are playing")

• uses predominantly simple present, continuous and past tense to represent processes (e.g. "I play", "I am playing", "I played")

Sentence level

• writes coherent simple sentences to express an idea or event

Whole text level

• sequences sentences to reflect a logical flow of ideas
• uses common cohesive devices such as simple pronoun reference when the referent is close to the pronoun (e.g. "I have a bird. It can talk.")
• uses basic text connectives repetitively (e.g. "and", "then")

Grammatical accuracy

• writes comprehensible sentences that may contain inaccuracies such as misuse of prepositions (e.g. "they should of waited") and past tense irregular verbs (e.g. "he goed to the shop")

Group and word level

• uses simple adverbials to give details such as time, place and manner (e.g. "in the afternoon", "nearby", "quickly")
• uses simple present, past and future tenses accurately to represent processes
• uses adjectives in noun groups/phrases to build more accurate descriptions of participants (e.g. "the spotted dog")
• uses a broader range of prepositions to indicate direction or position (e.g. "across", "towards", "through")
• uses articles accurately (e.g. "a", "an", "the")

Sentence level

• writes simple sentences correctly
• writes compound sentences to make connections between ideas using coordinating conjunctions (e.g. "and", "but", "so")

Whole text level

• writes a few sentences about a related idea
• groups related ideas into paragraphs

Grammatical accuracy

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

Group and word level

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

Sentence level

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

Whole text level

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS4U02

using personal pronouns, for example, yo, tú, él, ella, nosotros/as, vosotros/as, ellos/as

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS4U02

exploring the use and omission of subject pronouns by looking at verb endings and conjugations, for example, tengo instead of Yo tengo; Vivo en Australia. Estudio en la escuela. (Ella) Es Lourdes.

Continuum extract

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

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

Snapshot – Communicate responsively

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

Content description

AC9LS4U02

identifying the use of familiar singular, plural and gender forms in simple sentences, for example, La motocicleta es negra, Los pantalones son verdes, Los niños están felices

Continuum extract

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

• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
• select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS4U02

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS4U02

using some possessive adjectives in familiar singular and plural forms, for example, nuestra clase, vuestra escuela, tu abuela, mis amigos, tus compañeros

Continuum extract

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

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

Snapshot – Communicate responsively

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

Content description

AC9LS4U02

identifying some nouns (from a list) that do not follow the regular masculine/feminine ending pattern, for example, el mapa, el problema, la mano

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
• select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS4U02

using numbers in context to indicate quantity, tell the time, dates and ages, noticing patterns, for example, tengo cinco amigas, Son las tres en punto, Hoy es veintiuno de agosto, Tengo nueve años

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
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• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS4U02

Continuum extract

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

Personal and Social capability: Social management: Communication

Content description

AC9LS4U02

specifying location or direction using prepositions such as en, encima, debajo, a la izquierda and a la derecha , for example, La vaca está en la granja

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS4U02

using and responding to imperatives to follow instructions and ask others to do something, for example, date prisa, colorea el dibujo, abre tu libro

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS4U02

using question words in modelled structures to seek information, for example, ¿Cómo te llamas? ¿Dónde está tu casa? ¿Cuántos hermanos tienes? ¿Quién es tu mejor amigo?

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS4U02

using a range of adjectives to describe appearance and to express feelings or personality, for example, extraño, fantástico, estupendo, serio, responsable, inteligente

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
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• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS4U02

using common verbs in familiar contexts, for example, ser and estar, dormir, estudiar and cantar

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
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• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS4U02

using adverbs to locate events in time, for example, hoy, ayer, mañana , to describe weather, Hoy hace calor , and to name days of the week, Mañana es lunes

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
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- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LS4U02

linking simple ideas using conjunctions, such as y, o and pero

Continuum extract

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

AC9LS4U03

recognise familiar Spanish and compare with those of English, in known

-

-

Elaborations

• building to talk about and vocabulary singular, , masculino, femenino, artículo, adjetivo, sinónimo … and comparing with equivalent terms in English

• recognising similarities and differences between spoken and written forms of different types of in both Spanish and English, for example, comparing a written story with a spoken one or a letter with a phone call

• comparing features of similar in Spanish and English, for example, greeting cards, interactive games or canteen menus, and discussing the use of , expressions and order

• recognising of familiarity and how the of such as invitations, apologies or greeting cards may vary, depending on the relationship between the sender and the receiver

• using English punctuation knowledge to apply to Spanish , for example, commas, semicolons, capital letters for start of and proper , and to compare the use of exclamation and marks

• beginning to recognise Spanish patterns, for example, the common Spanish and English –ción / tion used to form versions of , acción /action, celebración /celebration, condición /condition, nación /nation, and ficción /fiction

Students learn to:

recognise familiar Spanish language features and compare with those of English, in

(AC9LS4U03)

General capabilities and cross-curriculum priorities

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

Analysing

• Interpret concepts and problems

Engaging with cultural and linguistic diversity

• Communicate responsively

Elaborations

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

Analysing

• Interpret concepts and problems

Engaging with cultural and linguistic diversity

• Communicate responsively

Analysing

• Interpret concepts and problems

Analysing

• Interpret concepts and problems

Analysing

• Interpret concepts and problems

Analysing
• Interpret concepts and problems
Resources
Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LS4U03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the main parts of a concept or problem and describe how these relate to each other
• identify and prioritise significant elements and relationships within a concept or problem
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area

Snapshot – Communicate responsively

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

Content description

AC9LS4U03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
• select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LS4U03
building metalanguage to talk about grammar and vocabulary singular, plural, masculino, femenino, artículo, adjetivo, sinónimo … and comparing with equivalent terms in English

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the main parts of a concept or problem and describe how these relate to each other
• identify and prioritise significant elements and relationships within a concept or problem
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area

Snapshot – Communicate responsively

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

Content description

AC9LS4U03
building metalanguage to talk about grammar and vocabulary singular, plural, masculino, femenino, artículo, adjetivo, sinónimo … and comparing with equivalent terms in English

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The following continuum extract shows the alignment of the continuum with this content.
• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
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their effect on building understanding

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LS4U03

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approaches may change depending on the subject or learning area

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LS4U03

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LS4U03

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approaches may change depending on the subject or learning area

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LS4U03
beginning to recognise Spanish cognate patterns, for example, the common Spanish and English suffix
–ción / tion used to form noun versions of verbs, acción /action, celebración /celebration,
condición /condition, nación /nation, and ficción /fiction

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the main parts of a concept or problem and describe how these relate to each other
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• identify the relevant and significant aspects of a concept or problem, understanding that
approaches may change depending on the subject or learning area

AC9LS4U04

identify connections between Spanish and cultural practices
•
Elaborations
• using terms such as , behaviour, celebrations and to talk about and , for example, responding to
prompts such as What does it mean when…? Why do you think people…? Do you have similar responses or
behaviours?
• expressing their reactions to ways of communicating or behaving in Spanish that feel familiar,

unfamiliar, enjoyable or difficult, for example, such as a handshake, kiss on the cheek, and identifying similarities and differences with their own (s)
• reflecting on how they with family and friends and with people less close to them, noticing differences in use and forms of politeness, for example, with young children or with unfamiliar adults
• exploring representations of information used in cultural expressions of First Nations Australians and making connections with those of Spanish and , for example, discovering different regional used by First Nations groups to identify themselves, such as Zenadth Kes, Koori, Koorie, Noongar and Nunga, and finding out if similar identification occurs in Spanish-speaking cultural groups
• understanding that carries information about the people who use it, and that common expressions and often reflect cultural , for example, the explicit expression of affection reflected in the use of diminutives primita, mami, papito, hermanito , and the importance of cultural reflected in the use of names with religious associations such as Rosario, Mercedes, Pilar
• finding examples of and expressions that have been introduced into the Spanish in recent times, reflecting changes in interests and access to additional cultural experiences, for example, Hacer zapping, cambiar de look, hacer footing, ir al super
Students learn to:

identify connections between Spanish language and cultural practices

(AC9LS4U04)
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
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
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
Culture
• First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. As First Nations Peoples of Australia, they have the right to maintain, control, protect and develop their cultural expressions, while also maintaining the right to control, protect and develop culture as Indigenous Cultural and Intellectual Property.
Reflecting on culture and cultural diversity
• Reflect on the relationship between cultures and identities
Reflecting on culture and cultural diversity
• Reflect on the relationship between cultures and identities
Resources
Snapshot – Communicate responsively
Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively
Content description
AC9LS4U04
Continuum extract
The following continuum extract shows the alignment of the continuum with this content.

- identify and use verbal and non-verbal communication, recognising that these may have different
meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and
linguistic groups respond
- select strategies for open, flexible and focused communication in unfamiliar settings, considering
their effect on building understanding

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

AC9LS4U04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- explore examples of cultural practices that draw themselves, family and friends together,
identifying how respect is conveyed
- describe the similarities and differences in beliefs, values and cultural practices in the
community, sharing how belonging grows
- examine how beliefs, values and cultural practices convey meaning and influence people's sense of
identity and belonging

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

AC9LS4U04

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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

AC9LS4U04

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Snapshot – Communicate responsively

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

Content description

AC9LS4U04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
• select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9LS4U04

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Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9LS4U04

understanding that language carries information about the people who use it, and that common expressions and conventions often reflect cultural values, for example, the explicit expression of affection reflected in the use of diminutives primita, mami, papito, hermanito , and the importance of cultural beliefs reflected in the use of names with religious associations such as Rosario, Mercedes, Pilar

Continuum extract

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Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9LS4U04

finding examples of words and expressions that have been introduced into the Spanish language in recent times, reflecting changes in interests and access to additional cultural experiences, for example, Hacer zapping, cambiar de look, hacer footing, ir al super

Continuum extract

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