

Improving the education outcomes  
for all young Australians

**acara** AUSTRALIAN CURRICULUM,  
ASSESSMENT AND  
REPORTING AUTHORITY



# Australian Curriculum: Languages

## Spanish (revised draft)

Validation version for public viewing



All material in this brochure is subject to copyright under the Copyright Act 1968 (C'th) and is owned by the Australian Curriculum, Assessment and Reporting Authority (ACARA) 2014.

## Licence

Unless otherwise noted, all material in this brochure – except the logo of ACARA, third party icons and any material protected by trademark – is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Australia \(CC BY NC SA\)](https://creativecommons.org/licenses/by-nc-sa/3.0/) licence identified by the following logo:



Under a CC BY NC SA Licence, you may download, copy, print and communicate material for personal or non-commercial purposes, including educational or organisational use, provided you attribute ACARA and licence any new work created incorporating material from this website under the same CC BY NC SA Licence.

## Attribution (Credit ACARA)

All ACARA material licensed under the CC BY NC SA licence must be attributed in the following manner:

### Unmodified ACARA material:

You must credit ACARA in the following manner: Source: Australian Curriculum, Assessment and Reporting Authority (ACARA).

### Modified ACARA material:

You must credit ACARA in the following manner: Based on Australian Curriculum, Assessment and Reporting Authority (ACARA) materials.

## Copyright inquiries

For all copyright inquiries, please email: [info@acara.edu.au](mailto:info@acara.edu.au) or phone: 1300 895 563 (if within Australia) or 61 2 8098 3100 (if outside Australia).

## AUSTRALIAN CURRICULUM: LANGUAGES – SPANISH

---

### Spanish

#### The place of the Spanish language and the cultures of Spanish speakers in Australia and in the world

Spanish is a global language spoken by approximately 500 million people across the world. Spanish evolved from Latin on the Iberian Peninsula in around the ninth century and travelled from Spain to the Caribbean and North, Central and South America as a result of the expeditions of the fifteenth and sixteenth centuries. The language has been enriched by many other languages, including Arabic, Basque, Greek, French, English and the Indigenous languages of the Americas.

Today, most Spanish-speaking countries are plurilingual, and the Indigenous languages of these countries - such as the Guaraní language of Paraguay and Quechua, Aymara and over 30 other languages in Bolivia - are co-official with Spanish. Spain also has other official languages besides Spanish, including Catalan, Galician and Basque/Euskera.

The migration of Spanish speakers to Australia began in the nineteenth century and increased during the twentieth century with people migrating from countries such as Spain, Chile, Argentina, Uruguay, El Salvador, Nicaragua, Peru and Guatemala. Patterns of migration of Spanish speakers to Australia during the twentieth century were influenced by a variety of factors, including economic and political circumstances. Migration from Spanish-speaking countries such as Colombia, Venezuela, Mexico and Ecuador continues in the twenty first century and is currently influenced by interest in tertiary education and employment opportunities presented by trade agreements in sectors, such as mining, agriculture, defence, technology and education. Due to this steady history of migration from Spanish-speaking countries to Australia, Spanish remains an important community language throughout Australia.

#### The place of the Spanish language in Australian education

The universities were the first Australian educational institutions to undertake the formal teaching of Spanish. By the end of the 1960s, Spanish language departments had been established in a number of Australian universities.

Spanish language programs are currently available in all states and territories at all levels of schooling. Programs are offered across all educational sectors including community language schools and other after-hours providers. Many university and school Spanish programs provide opportunities for Australian students to enrich their language learning through travel to Spanish-speaking countries.

The work of Spanish-speaking artists, musicians, writers and scientists is studied in a range of learning areas across the curriculum in Australian schools. These works inform the selection of key types of texts and learning experiences offered to students through the Spanish language curriculum. These cross-curricular links make language learning more meaningful for students.

#### The nature of Spanish language learning

As Spanish belongs to the family of Romance languages, derived from Latin, it has many lexical and structural connections with English as well as other European languages. As a result of this relationship, knowledge of Spanish can facilitate the learning of other languages from the Romance family, such as Catalan, Galician, Italian, French, Portuguese and Romanian.

Distinctive characteristics and features of the Spanish language guide the teaching and learning of the language in schools. The close correspondence between the written and spoken forms of Spanish assists with spelling and the development of literacy in general as well as with speaking and listening skills.

Although the Spanish alphabet and writing system are similar to those of English, there are some differences in these features that present challenges for Australian students. These features include the use of accents, inverted question and exclamation marks at the beginning of questions and exclamations, and the distinctive letter ñ.

Word order in Spanish differs from English, most noticeably in the positioning of adjectives after nouns. Subject pronouns are often omitted in Spanish where they would be required in English. It is not necessary to invert the subject and the verb to form a question, or to use auxiliary verbs in negative and interrogative constructions, hence intonation and stress are important for making meaning.

### **The diversity of learners of Spanish**

The majority of learners of Spanish in Australia are studying it as a second or additional language. There are also a number of background learners of Spanish, who have varying degrees of prior knowledge of the language. Most students from Spanish-speaking backgrounds are second or third generation, and in many cases several languages are spoken in their home environment. Despite having some exposure to Spanish at home, students may have varying levels of language and literacy skills. The Australian Curriculum: Languages - Spanish Foundation to Year 10 has been developed for second language learners but is flexible enough that teachers can adapt it to suit the varying needs of the full range of other learners in the classroom.

DRAFT

# AUSTRALIAN CURRICULUM: LANGUAGES

## SPANISH FOUNDATION TO YEAR 10 SEQUENCE

---

### Spanish F–10 Sequence curriculum

#### Foundation to Year 2

##### Band description

##### The nature of the learners

Children enter the early years of schooling with established communication skills in one or more languages and varying degrees of early literacy capability. For young students learning typically focuses on their immediate world of family, home, school, friends and neighbourhood. They are learning how to socialise with new people, share with others and participate in structured routines and activities at school. Typically they have little to no experience of Spanish language and culture.

##### Spanish language learning and use

The initial focus is on listening to the sounds and patterns of Spanish through language-rich activities such as rhymes, songs, clapping and action games. Repetition and recycling help children to identify frequently used words and simple phrases and to recognise the purpose of simple texts. Children identify and use non-verbal communication strategies employed by Spanish speakers in greetings and other social interactions and experiment with simple responses to prompts and cues. As they progress to using Spanish for functions such as asking and answering questions, responding to instructions, singing songs, and taking turns in games and simple shared tasks, they begin to notice that language can behave differently in different situations and that Spanish speakers communicate in some ways that are different from their own. They practise and repeat sounds (such as *r*, *ll* and *j*) which differ in Spanish from those in English. Creative play provides opportunities for exploring these differences and for using Spanish for purposeful interaction, for example, asking for help or expressing surprise.

The transition from spoken to written language is scaffolded through shared exploration of simple texts. Children progress from supported comprehension and use of a small number of personally significant sight words to more elaborated simple texts. Writing skills progress from labelling pictures and copying words to constructing simple texts using familiar vocabulary and structures. As children learn to adjust language to suit different purposes and situations, they begin to learn the important role of culture in shaping language use.

##### Contexts of interaction

Learners use Spanish to interact with each other and with the teacher, with some access to wider school and community members. Information and communication technologies (ICT) resources provide additional access to Spanish language and cultural experience, connecting learners' social worlds with those of Spanish-speaking children in different contexts

## **Texts and resources**

Learners engage with a variety of spoken, visual and written texts. They listen and respond to teacher talk, share ideas and join in stories, songs, play and simple conversations. Written and digital texts include stories, wall charts, Big Books and teacher-produced materials such as games, captions and flashcards. Writing skills progress from tracing and copying high-frequency words to writing modelled words and sentences independently (for example, greeting cards or labels) and co-creating shared resources such as word walls or story books.

## **Features of Spanish language use**

Learners become familiar with the sound systems of the Spanish language, including pronunciation, rhythm, pitch and stress. They learn to pronounce individual letters and letter combinations, and recognise and use the intonation patterns that distinguish between statements, questions and exclamations. They use simple basic sentence structure and learn to write single words and simple phrases. They become familiar with the idea of grammatical gender and plural forms. They discuss differences and similarities they notice between Spanish and their first language(s) and culture(s), as well as how they feel when they hear or use Spanish and how they view different languages and the people who speak them. They begin to develop curiosity around the idea of difference, culture and communication.

## **Level of support**

Learning is supported through the provision of experiences that are challenging but achievable with appropriate scaffolding and support. This involves modelling and monitoring by the teacher, provision of rich and varied sources of input, opportunities for recycling and reviewing, and regular cues, feedback, response and encouragement. At this stage, play and imaginative activities, music, movement and familiar routines provide the essential scaffolding for language development.

## **The role of English**

While learners are encouraged to use Spanish whenever possible, with the teacher providing rich and varied language input, English is used as a medium of instruction, for explanation and discussion. This allows learners to talk about differences and similarities they notice between Spanish and their own language(s) and culture(s), to ask questions and to express their reactions to the experience of learning and using an additional language.

## Spanish F–10 Sequence - Communicating

Foundation to Year 2 content descriptions	Elaborations
<p><b>Socialising</b></p> <p>Interact with teacher and peers to introduce self, greet and farewell others and describe friends, family and favourite things</p> <p>[Key concepts: self, family, friendship, belonging; Key processes: greeting, introducing, participating]</p> <p><b>LIT, PSC, CCT, ICU, ICT</b></p>	<ul style="list-style-type: none"> <li>greeting and farewelling others at different times of the day and in different contexts, using appropriate forms of address (for example, <i>¡Hola amigos! ¡Buenos días profesora! ¡Buenas tardes abuela! ¡Hasta mañana tía!</i>)</li> <li>introducing and describing self, family members, friends and favourite things, animals and objects using visual supports such as photos, pictures or digital images (for example, <i>Me llamo Jorge; ¿Cómo te llamas? Tengo un hermano pequeño; Me gusta la clase de español; Este es mi papá, Esta es mi mamá; Mi perro es blanco y grande. Tengo una bicicleta verde</i>)</li> <li>using simple statements to express likes and dislikes (for example, <i>Me gusta Dora la exploradora; no me gusta la sopa; Mi color favorito es el rojo</i>)</li> <li>using formulaic expressions to offer congratulations or to express wishes related to special occasions (for example, <i>¡Feliz Navidad!, ¡Feliz cumpleaños! ¡Muy bien!</i>)</li> <li>using simple gestures to accompany expressions (for example, <i>así, así, ¡ajo!, ¡no!, ¡qué problema!</i>)</li> </ul>
<p>Participate in guided group activities and simple transactions such as games, performances, songs and rhymes, using modelled repetitive language</p> <p>[Key concepts: play, action, exchange; Key processes: participating, performing, turn-taking]</p> <p><b>LIT, PSC, CCT, NUM, ICT</b></p>	<ul style="list-style-type: none"> <li>participating in games or activities which involve taking turns, making choices or swapping items, such as number, time-telling or memory games (<i>¿Qué hora es señor Lobo?, El escondite inglés, La vaca eres tú</i>) and using language such as <i>me toca; gané; te toca</i></li> <li>contributing to class activities or projects that involve naming, illustrating and labelling such as creating a class garden, a photo or digital display of a shared event or activity</li> <li>participating in tasks involving exchanging, sorting and classifying objects and attributes such as shapes, colours and numbers, using simple question forms and affirmative/negative responses (for example, <i>¿Quieres un triángulo amarillo? Sí, toma. ¿Tienes un círculo rojo? No, tengo un círculo azul</i>)</li> <li>participating in songs and chants such as counting songs or rhyming games by singing and performing actions, for example <i>Mi carita redondita, Había una vez un barquito chiquitito, Un elefante se balanceaba.</i></li> </ul>

Foundation to Year 2 content descriptions	Elaborations
<p>Recognise and respond to classroom interactions such as opening and closing of lessons, transition activities, answering simple questions and following classroom instructions</p> <p>[Key concepts: routines, roles; Key processes: following instructions, responding]</p> <p><b>LIT, PSC, CCT, NUM</b></p>	<ul style="list-style-type: none"> <li>participating in class routines such as taking the roll and stating the day and date (for example, <i>hoy es lunes 26 de julio</i>)</li> <li>interacting with each other during class activities (for example, <i>vamos al recreo, ¿puedo ir al baño? gracias, lo siento, por favor, dame el borrador</i>)</li> <li>responding to classroom instructions through actions, gestures and verbal responses such as <i>siéntense/sentaos, silencio, escuchen/escuchad, recojan/recoged sus/vuestras cosas, formen un círculo, todos de pie, levanta la mano</i></li> <li>demonstrating and mimicking hand gestures, intonation patterns or facial expressions that accompany language or stand alone (for example, shrugs or exclamations such as <i>¡Hala! ¡Uf!</i>)</li> </ul>
<p><b>Informing</b></p> <p>Locate specific words and expressions in simple print, oral and digital texts such as charts, lists, songs, rhymes and stories, and use information to complete guided oral and written tasks</p> <p>[Key concepts: literacy, numeracy; Key processes: locating, selecting, sorting]</p> <p><b>LIT, PSC, CCT, NUM, ICT</b></p>	<ul style="list-style-type: none"> <li>listening for key words in stories, rhymes or songs, using intonation and visual cues such as gestures and facial expressions to assist understanding</li> <li>recognising symbols, words and phrases in written Spanish, for example titles, labels and captions</li> <li>participating in shared reading of print and digital texts such as Big Book stories about familiar events or contexts (for example, <i>Los tres cerditos, Tico tango</i>) using pictures, intonation and contextual clues to predict meaning and identify key information</li> <li>demonstrating comprehension of individual words and phrases in simple spoken, written and digital texts by actions such as labelling, drawing, miming or onscreen pointing, clicking or dragging</li> <li>responding to questions that elicit details such as size, colour, quantity or place about participants and objects (for example, <i>¿De qué color es la casa.....? La casa es azul ¿Dónde está el gato? El gato está en Lima. ¿Cuántos cerdos hay? ¿Tico es grande o pequeño?</i>)</li> </ul>
<p>Present factual information about self, family, friends and everyday objects using simple statements and support materials</p> <p>[Key concepts: self, family, favourite; Key processes: naming, labelling, showing]</p> <p><b>LIT, PSC, CCT, ICU</b></p>	<ul style="list-style-type: none"> <li>labelling or naming personal possessions and classroom items and resources (for example, <i>la mesa mi lápiz, tu cuaderno, la pizarra portátil</i>)</li> <li>using simple statements, familiar vocabulary and concrete materials to talk about self and the immediate environment (for example, <i>Tengo el pelo largo. Estoy en mi clase. Mi hermana se llama Lucía. Este/a es mi mejor amigo/a es..... Me gusta tocar el/la piano/flauta</i>)</li> <li>contributing to shared understanding of aspects of the Spanish speaking world through activities such as pointing to places on a map or at pictures of foods, flora and fauna (for example, <i>En México, la comida es picante. Guinea Ecuatorial está en Africa. El lince es bonito</i>)</li> <li>drawing aspects of daily routines (for example, <i>la merienda, los deportes, las tareas de la casa</i>) and writing captions or attaching word bubbles</li> <li>using key words and phrases to describe aspects of a video clip, photo story or excerpt from a television program such as Barrio Sesamo (for example, <i>Hoy vamos a hablar de la letra ñ</i>)</li> </ul>

Foundation to Year 2 content descriptions	Elaborations
<p><b>Creating</b></p> <p>Participate in and respond through mime, drawing and dance to shared reading, listening or viewing of short imaginative texts</p> <p>[Key concepts: character, story, imagination; Key processes: acting, expressing, choral reading]</p> <p><b>LIT, PSC, CCT, ICT</b></p>	<ul style="list-style-type: none"> <li>reciting and performing chants and rhymes (for example, <i>'El Renacuajo Paseador'</i> and <i>'El lagarto y la lagarta'</i>), adding gestures such as clapping or dancing to support rhythm and expression</li> <li>listening to, reading or viewing Spanish versions of familiar stories such as <i>Los tres ositos</i> or <i>El patito feo</i>, identifying recurring expressions and re-enacting elements with puppets, props or actions</li> <li>responding to oral, print and digital imaginative texts such as stories, rhymes and songs through play-acting, illustrating or movement</li> <li>making simple statements in response to favourite characters in stories, rhymes or song, (for example, <i>el lobo es feroz, el osito está triste, ¡Qué divertido!</i>)</li> </ul>
<p>Create and perform simple imaginative texts that involve repetitive language, experimenting with sound patterns, rhymes and non-verbal forms of expression</p> <p>[Key concepts: rhythm, expression, performance; Key processes: chanting, drawing, singing, dancing]</p> <p><b>LIT, PSC, CCT, ICT</b></p>	<ul style="list-style-type: none"> <li>performing songs, rhymes and action stories using non-verbal forms of expression such as clapping, gestures and facial expressions to support the making of meaning</li> <li>creating and presenting a shared class story that involves repeated actions and audience involvement</li> <li>creating a new version of well known stories, songs or rhymes (for example, <i>Tengo, tengo, tengo.</i>) by substituting words, phrases and expressions</li> <li>composing original short stories by matching or sequencing a series of pictures with captions or by creating a storyboard with labels using modelled language</li> </ul>
<p><b>Translating</b></p> <p>Translate frequently used words and simple phrases using visual cues and resources such as word lists.</p> <p>[Key concepts: similarity, difference Key processes: identifying, noticing]</p> <p><b>LIT, CCT, ICU, PSC, ICT</b></p>	<ul style="list-style-type: none"> <li>explaining to others the meanings and use of simple expressions such as greetings that are used for different times and occasions (for example, <i>¡Buenos días! ¡Buenas tardes! and ¡Buenas noches!</i>)</li> <li>using classroom resources such as wall banks, visual dictionaries, word lists and pictures to translate the meaning of single words and commonplace expressions</li> <li>identifying words that look similar and have the same meaning in Spanish and English but are pronounced differently (for example, <i>animal, tomate, fruta, violín, guitarra, mosquito</i>) considering why these words are similar</li> <li>demonstrating and explaining hand gestures, intonation patterns and facial expressions that accompany Spanish words and phrases or can be used without language'</li> </ul>

Foundation to Year 2 content descriptions	Elaborations
<p>Create simple print or digital texts which use both Spanish and English, such as labels, captions, wall charts and picture dictionaries</p> <p>[Key concept: equivalence, Key processes: labelling, captioning]</p> <p><b>LIT, CCT, ICU, ICT</b></p>	<ul style="list-style-type: none"> <li>making personal bilingual picture dictionaries with captions, stickers and simple descriptions to explain culture-specific terms such as <i>merienda</i>, <i>doña</i>, <i>don</i>, <i>buñuelos</i></li> <li>making bilingual greeting cards for celebrations such as <i>Reyes</i>, <i>Día de la Madre</i> or <i>Día del Santo</i>, using greetings such as <i>feliz día de la madre</i>, <i>feliz día de tu santo</i>, or <i>feliz día del maestro</i> alongside equivalent English greetings where culturally appropriate</li> <li>creating an identity card that contains parallel personal information in Spanish and English (for example, <i>nombre/name</i>, <i>apellidos/last names</i>, <i>edad/age</i>, <i>Mis amigos son.../Mi friends are...</i>, <i>Vivo en.../Vivo en...</i>, <i>Me gusta.../I like...</i>)</li> <li>writing captions/footnotes in Spanish and English for a photographic display of a class event or experience such as sports day or school camp (for example, <i>¡De excursión en la granja! Nuestros experimentos de ciencia. Aquí estamos comiendo ceviche.</i>)</li> </ul>
<p><b>Reflecting</b></p> <p>Recognise what may look or feel similar or different to own language and culture in songs, stories, rhymes and pictures in the Spanish language</p> <p>[Key concepts: language, culture, difference; Key processes: noticing, comparing]</p> <p><b>LIT, PSC, CCT, ICU, ICT</b></p>	<ul style="list-style-type: none"> <li>greeting and farewelling others at different times of the day and in different contexts, using appropriate forms of address (for example, <i>¡Hola amigos! ¡Buenos días profesora! ¡Buenas tardes abuela! ¡Hasta mañana tía!</i>)</li> <li>introducing and describing self, family members, friends and favourite things, animals and objects using visual supports such as photos, pictures or digital images (for example, <i>Me llamo Jorge; ¿Cómo te llamas? Tengo un hermano pequeño; Me gusta la clase de español; Este es mi papá, Esta es mi mamá; Mi perro es blanco y grande. Tengo una bicicleta verde</i>)</li> <li>using simple statements to express likes and dislikes (for example, <i>Me gusta Dora la exploradora; no me gusta la sopa; Mi color favorito es el rojo</i>)</li> <li>using formulaic expressions to offer congratulations or to express wishes related to special occasions (for example, <i>¡Feliz Navidad!, ¡Feliz cumpleaños! ¡Muy bien!</i>)</li> <li>using simple gestures to accompany expressions (for example, <i>así, así, ¡ajo!, ¡no!, ¡qué problema!</i>)</li> </ul>

Foundation to Year 2 content descriptions	Elaborations
<p>Recognise themselves as belonging to groups, for example, 'my friends', 'my class', 'my school', 'my family' and 'my community'</p> <p>[Key concepts: self, identity, family, community; Key processes: noticing, describing]</p> <p><b>LIT, PSC, CCT, ICU, ICT</b></p>	<ul style="list-style-type: none"> <li>participating in games or activities which involve taking turns, making choices or swapping items, such as number, time-telling or memory games (<i>¿Qué hora es señor Lobo?, El escondite inglés, La vaca eres tú</i>) and using language such as <i>me toca; gané; te toca</i></li> <li>contributing to class activities or projects that involve naming, illustrating and labelling such as creating a class garden, a photo or digital display of a shared event or activity</li> <li>participating in tasks involving exchanging, sorting and classifying objects and attributes such as shapes, colours and numbers, using simple question forms and affirmative/negative responses (for example, <i>¿Quieres un triángulo amarillo? Sí, toma. ¿Tienes un círculo rojo? No, tengo un círculo azul</i>)</li> <li>participating in songs and chants such as counting songs or rhyming games by singing and performing actions, for example <i>Mi carita redondita, Había una vez un barquito chiquitito, Un elefante se balanceaba</i></li> </ul>

### Spanish F–10 Sequence – Understanding

Foundation to Year 2 content descriptions	Elaborations
<p><b>Systems of language</b></p> <p>Recognise and reproduce the sounds and rhythms of simple spoken Spanish, noticing how they are produced and how they are represented in words</p> <p>[Key concepts: phonic awareness, pronunciation; Key processes: reading aloud, listening, mimicking]</p> <p><b>LIT, CCT</b></p>	<ul style="list-style-type: none"> <li>becoming familiar with the Spanish alphabet, noticing that there is an additional letter as compared to English, 'ñ'</li> <li>imitating Spanish sounds such as <i>j</i> in <i>viaje</i>, <i>ñ</i> in <i>niño</i>, <i>v</i> and <i>b</i>, <i>vaca y boca</i>, double-<i>ll</i> in <i>calle</i>, <i>rr</i> in <i>carro</i></li> <li>noticing that statements and questions have different intonations (for example, <i>Fernando no está. ¿Fernando no está?</i>)</li> <li>noticing differences in punctuation between Spanish and English, such as exclamation and question marks at the beginning of sentences</li> <li>developing pronunciation, phrasing and intonation skills by singing, reciting and repeating words and phrases in context</li> <li>experimenting with sounds such as onomatopoeic words related to animal sounds (for example <i>pío</i>, (<i>pájaro</i>), <i>quiquiriquí</i> (<i>gallo</i>), <i>miau</i> (<i>gato</i>), <i>gauu</i> (<i>perro</i>))</li> </ul>

Foundation to Year 2 content descriptions	Elaborations
<p>Notice and apply grammatical rules such as those relating to gender, simple verb forms and definite articles when describing people, places, things and relationships</p> <p>[Key concepts: syntax, word order; Key processes: naming, noticing patterns]</p> <p><b>LIT, CCT, NUM</b></p>	<ul style="list-style-type: none"> <li>• learning the structure of simple affirmative/negative statements and questions based on models, (for example, <i>No tengo perro. Gloria come verduras. ¿María tiene cinco años?</i>)</li> <li>• recognising definite and indefinite articles with nouns (for example, <i>la mesa, una mesa; el niño, un niño.</i>)</li> <li>• noticing that adjectives usually follow nouns and can be used to describe the colour, size, shape or characteristics of a person, place or object (for example, <i>la casa grande, el balón gris, la silla amarilla, un auto azul una mesa cuadrada, una niña alta</i>)</li> <li>• noticing and using masculine or feminine forms of nouns and adjectives in singular (for example <i>el plátano delicioso, la canción chilena.</i>)</li> <li>• understanding and responding to basic familiar instructions and imperatives (for example, <i>siéntate, escucha, cierra la puerta, silencio</i>)</li> <li>• observing gender in patterns of naming (for example, <i>Julio/Julia, Patricio/Patricia</i>)</li> <li>• using subject pronouns to identify people, objects or animals. <i>Yo, tú, él, ella</i></li> <li>• building vocabulary related to familiar environments (<i>lápiz, casa, mamá, papá</i>) and using cognates such as <i>animal, color, triángulo familia...</i></li> <li>• learning simple verbs to express likes and dislikes (for example, <i>comer, bailar, hablar, correr, jugar, caminar</i>), using them in modelled and formulaic expressions such as <i>No me gusta correr/caminar; ¿Te gusta este juguete?</i></li> <li>• using singular possessive adjectives (for example, <i>mi casa, mi hermano, tu amiga</i>)</li> </ul>
<p>Understand that language is organised as 'text' and recognise features of familiar texts such as charts, labels, rhymes and stories</p> <p>[Key concepts: text, meaning, structure; Key processes: recognising, identifying]</p> <p><b>LIT, NUM, ICT, CCT</b></p>	<ul style="list-style-type: none"> <li>• understanding that texts can be spoken, written, visual or acted out and that they can be very short, (<i>¡alto!</i>) or much longer (for example, a song or story)</li> <li>• observing typical features of familiar types of text such as stories, greeting cards and nursery rhymes (for example, the use of the story-starter: <i>Érase una vez...</i>)</li> <li>• understanding that texts have a purpose, for example, timetables indicate what happens when (<i>guía de horarios</i>), recounts describe past events, (<i>Había una vez.</i>)and greeting cards convey feelings (<i>Te amo/Te quiero</i>)</li> <li>• comparing familiar texts in Spanish and English, such as counting games or street signs, identifying elements in the Spanish texts that look or sound different</li> </ul>

Foundation to Year 2 content descriptions	Elaborations
<p><b>Language variation and change</b></p> <p>Recognise that in Spanish different words and language forms are used to address and greet people according to relationship, setting and time of the day</p> <p>[Key concepts: language as social practice, context; Key processes: noticing, comparing]</p> <p><b>LIT, CCT, PSC, ICU</b></p>	<ul style="list-style-type: none"> <li>• understanding that different forms of language are used with different people (for example, appropriate pronouns and forms of address, such as <i>tú, vos, doctor García, Doña Aura</i>)</li> <li>• understanding that language varies according to context and situation (for example, language used when interacting with peers during playground games is different to language used with teachers in class: <i>Hola ¿qué tal? Buenos días señora García, ¿cómo está?</i>)</li> <li>• understanding that language exchanges such as greetings in Spanish vary according to the time of day or the occasion (for example, <i>buenas tardes, buenas noches, Felicidades. Feliz año Nuevo</i>)</li> <li>• identifying social relationships between people observed interacting in Spanish-language materials such as video clips or cartoons</li> </ul>
<p>Understand that the English and Spanish languages borrow words from each other</p> <p>[Key concepts: word borrowing; Key processes: noticing, listing]</p> <p><b>LIT, CCT, ICU</b></p>	<ul style="list-style-type: none"> <li>• recognising words in Spanish that are borrowed from English (<i>email, chat, bacon</i>) and words in English that are borrowed from Spanish, (<i>patio, siesta, taco, tango, burritos, mosquito</i>)</li> <li>• comparing how Spanish words that are used in everyday life in Australia (for example, <i>poncho, chocolate, tapas, paella, chorizo</i>) are pronounced by speakers of English and Spanish</li> </ul>
<p>Recognise that Spanish is one of many languages spoken around the world and in Australia</p> <p>[Key concepts: multiculturalism, culture, Key processes: mapping, discussing]</p> <p><b>LIT, CCT, ICU</b></p>	<ul style="list-style-type: none"> <li>• understanding that the world contains many different languages spoken by many different communities of speakers and that most people in the world speak more than one language</li> <li>• recognising that Spanish is an important world language, spoken in different forms in many countries in the world including Australia</li> <li>• understanding that many different languages are spoken in Australia including Aboriginal Languages and Torres Strait Islander Languages</li> </ul>
<p><b>Role of language and culture</b></p> <p>Notice some differences and similarities in cultural practices between Spanish speakers and Australian English-speakers</p> <p>[Key concepts: behaviours, cultural similarities and differences; Key processes: noticing, asking questions, making connections]</p> <p><b>LIT, CCT, PSC, EU, ICU</b></p>	<ul style="list-style-type: none"> <li>• exploring the meaning of <i>culture</i>: how it involves visible elements, such as ways of eating, or symbols such as flags, and invisible elements, such as how people live, what they value, and how they think about themselves and others</li> <li>• noticing similarities and differences between naming systems across languages and cultures represented in the classroom (for example, the use of diminutives, nick names, surnames and ways of referring to family members, <i>Juancito, Paquito, Nacho, Paco, Lola García Martínez</i>)</li> <li>• noticing expressions and terms in Australian language(s) which reflect Australian lifestyles and cultures, such as those associated with food, the land, sports and leisure activities (for example, backyard, footy)</li> </ul>

## Foundation to Year 2 Achievement Standard

By the end of Year 2, students interact with teachers and peers through action-related talk and play. They introduce themselves, and exchange greetings (*Buenos días/tardes/noches*) and farewells (*hasta pronto*). They use simple repetitive language and respond to simple instructions when participating in classroom routines, games, and shared activities (*Sal de aquí, Párate en la puerta*). They use visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning and reproduce distinctive sounds and letters of the Spanish language, including *ll, ñ, rr* and *y*. Students identify specific words and expressions, such as names of people, places or objects in simple texts. They convey factual information about self, family, friends and favourite things at word and simple sentence level (*Mi casa es grande, Nuestro ordenador es pequeño, Tu celular es nuevo*). They respond to and create simple spoken and written texts such as lists, labels, captions and stories using modelled examples and formulaic language. Students use gender (*el pastel/la torta*), simple verb forms (*estudiar, comer, dormir*), definite articles and vocabulary related to familiar environments to describe people, places and things. They translate frequently used words and simple phrases, using visual cues and word lists (*clase, zapatos, camisa, teléfono/celular*). They identify similarities and differences between English and Spanish language and culture in songs, stories, rhymes and pictures.

Students recognise that Spanish is one of many languages spoken in Australia and understand that English and Spanish borrow words from each other (chat, tortilla, fiesta). They understand that Spanish uses the same alphabet as English when written except for *ñ* as in *mañana, España*. They identify features of familiar texts, such as charts, labels, rhymes and stories. They recognise that different titles are used to address people in different situations (*Doña Josefa, Don José, Tía*). Students identify differences and similarities between their own and others' languages and cultures.

## Years 3 and 4

### Band description

#### The nature of the learners

At this level, children are developing awareness of their social worlds and of their memberships of various groups including of the Spanish class. They are further developing literacy capabilities in English, such as writing in the Roman alphabet, and this assists to some degree in learning Spanish. They benefit from varied, activity-based learning that builds on their interests and capabilities and makes connections with other areas of learning.

#### Spanish language learning and use

The development of oral proficiency at this stage continues to rely on rich language input in different modes, including examples of different accents and varieties of Spanish in the Spanish-speaking world. Children engage in a lot of listening and responding by actions, building active listening and comprehension skills. Language is authentic with some modification, involving familiar vocabulary and simple structures. Children are supported to expand their use of the language in familiar interactions and situations, such as exchanging simple ideas and information, negotiating predictable activities and interactions and participating in shared tasks, performances and play. They continue to build vocabulary which can be adapted for different purposes and to control simple grammatical forms with some accuracy to communicate in familiar contexts. Attention is focused on grammar, vocabulary building, pronunciation, and non-verbal and cultural dimensions of language use through purposeful communicative activities and experiences.

#### Contexts of interaction

The contexts in which learners interact are primarily local: the classroom, school, home and community, with some access to wider communities of Spanish speakers and resources through access to digital technology.

#### Texts and resources

Children develop literacy skills and textual knowledge through supported interaction with a range of spoken, written, visual and multimodal texts. Imaginative and interactive texts (for example, picture books, stories, puppet plays, songs, and games) develop the expressive and cultural dimensions of language. Texts such as negotiated classroom rules, lists of planned activities, and family or class profiles show how language is used to 'get things done'. Learners may have access to resources developed for children in Spanish-speaking countries, such as children's television programs, story books or webpages, as a way of developing cultural knowledge.

#### Features of Spanish language use

Learners recognise and use intonation patterns to express different meanings. They apply their knowledge of sound-letter associations to spell new words. They recognise and use elements of grammar such as gender and singular/plural forms, simple verb forms, adjectives, adverbs, pronouns and prepositions to understand and to create simple spoken and written texts. Learning Spanish contributes to learners' general literacy development and to the process of making sense of their worlds that characterises this stage of their development. As they encounter varieties of Spanish language and cultures represented in the Spanish-speaking world, they make comparisons with their own language(s) and culture(s) and consider their own ways of communicating. This leads to exploring concepts of identity, commonality and difference, and to thinking about cultural and linguistic diversity and about what it means to speak more than one language in the contemporary world.

## Level of support

This stage of learning involves extensive support. Learners are given a variety of opportunities to apply their Spanish language knowledge in meaningful activities in order to build communicative skills, confidence and fluency. Tasks are carefully scaffolded. Teachers provide models and examples; introduce language, concepts and resources needed to manage and complete the task; make time for experimentation, drafting and redrafting; and provide support for self-monitoring and reflection.

## The role of English

Learners are supported to use Spanish as much as possible for classroom routines, social interaction, structured learning tasks and language experimentation and practice. English is used for discussion, explanation and reflection, enabling learners to develop a language (a *metalanguage*) for sharing ideas about language and culture systems and experience. Using both Spanish and English in the classroom develops awareness of what it means to be bilingual.

## Spanish F–10 Sequence – Communicating

Years 3 and 4 content descriptions	Elaborations
<p><b>Socialising</b></p> <p>Interact with teacher and peers to exchange information about aspects of personal world such as school, home and everyday routines and favourite pastimes</p> <p>[Key concepts: routine, home; Key processes: questioning, responding, describing]</p> <p><b>LIT, NUM, PSC, CCT, ICU, ICT</b></p>	<ul style="list-style-type: none"><li>• asking questions and giving information about school and home; for example, <i>¿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</i></li><li>• describing features, characteristics and locations of particular things or places (for example, <i>Mi celular es viejo, El parque está detrás de la escuela. La ciudad de México es gigante. ¿Dónde está la piscina? Está a la izquierda del lago. Mi escuela es muy grande y está en Adelaida</i>)</li><li>• using formal and informal greetings in spoken and written forms of communication (for example, <i>Querida abuela, Hola María</i>)</li><li>• describing routines and favourite activities using expressions related to time, days of the week (for example, <i>voy al colegio todos los días, todos los martes practico tenis</i>)</li><li>• exchanging information about family, friends or interests, using simple descriptive statements and cohesive devices such as conjunctions (for example, <i>Puedo correr pero no puedo nadar, Me gustan Shakira y Ricky Martin porque bailan bien</i>)</li></ul>

Years 3 and 4 content descriptions	Elaborations
<p>Participate in collaborative tasks and experiences such as creating and presenting a display or performance and following procedures and instructions</p> <p>[Key concepts: collaboration; Key processes: contributing, exchanging]</p> <p><b>LIT, PSC, CCT, NUM, ICT</b></p>	<ul style="list-style-type: none"> <li>working together on collaborative tasks such as designing a poster for a special event, planning a puppet show, creating menus or picture books for 'buddy' classes, sharing decisions about content, vocabulary and design (for example <i>Cual quieres: esta o esa? Dame/toma Pasame el pegamento/la goma... ¿Cuál quieres: esta o esa? Dame/toma Pásame el pegamento/la goma</i> )</li> <li>working with visual, print and digital modes of expression to create invitations for a party, performance or class event (for example, <i>Querido/a amigo/a; Me gustaría invitarte a mi..... el 15 de enero ¡Te espero! ¡Nos vemos en mi casa! Gracias. Hasta pronto</i>)</li> <li>preparing, rehearsing and conducting public presentations and performances such as an item in Spanish for school assembly or a presentation to parents</li> <li>following procedures and instructions for shared activities such as recipes like guacamole, paper cutting, making a cometa or papalote, or completing a simple science experiment such as germinating a bean</li> </ul>
<p>Participate in everyday classroom exchanges such as responding to simple questions, asking permission, requesting help, asking how to say or write something, asking for repetition or complimenting others</p> <p>[Key concepts: cooperation, school life; Key processes: questioning, requesting, making suggestions]</p> <p><b>LIT, PSC, CCT, NUM</b></p>	<ul style="list-style-type: none"> <li>responding to simple questions (for example, by describing the weather and the day's schedule, using modelled language such as <i>¡Qué calor hace! Hoy tenemos español y música</i>)</li> <li>asking how to say or write a word (for example, <i>¿Cómo se dice ...? ¿Cómo se escribe ...?</i>)</li> <li>making and responding to requests (for example, <i>¿Me prestas...?, Permiso..., Habla mas alto, cerrad vuestros libros; pásame las tijeras, ¿dónde están los lápices?, ¿Puedo usar mi ordenador/computadora? Busca la aplicación.....en tu tableta</i>) and asking for rephrasing or repetition (for example, <i>Repita, por favor...</i> )</li> <li>negotiating turns and complimenting their friends (for example, <i>es mi turno/es tu turno... o muy bien, felicitaciones/enhorabuena, bonito, excelente; buen trabajo</i>)</li> </ul>

Years 3 and 4 content descriptions	Elaborations
<p><b>Informing</b></p> <p>Gather and share information from peers and from texts relating to areas such as home, school, routines, responsibilities and interests</p> <p>[Key concepts: routine, events; Key processes: identifying, recording, questioning]</p> <p><b>LIT, PSC, CCT, NUM, ICU, ICT</b></p>	<ul style="list-style-type: none"> <li>surveying classmates (for example about likes and dislikes, interests, favourite things, <i>¿Cuál es tu videojuego/animal favorito? ¿Te gusta...? ¿Cuándo es tu cumpleaños (día/mes?)</i> tabulating the results and presenting the information in various formats such as pie charts, lists, tables or a shared class graph</li> <li>collecting information about aspects of the Spanish-speaking world, presenting it in new ways to others (for example different animal species, currency, indigenous languages/ communities), creating a digital display or oral, print or visual presentation with names, descriptions and captions: <i>(la llama es blanca...La moneda de España es el euro.....Los indígenas/aborígenes de Chile son los mapuches )</i></li> <li>comparing information about activities and practices across cultures (for example, by reading, viewing or listening to texts related to aspects of school life, such as timetables, canteen menus, extracurricular activities and sports)</li> <li>working in groups to obtain and use information from print, visual or digital sources related to other learning areas (for example, naming countries and significant land features, or recording distances using geographical skills)</li> </ul>
<p>Present information about personal or shared interests or experiences , using simple descriptive language and supporting resources such as tables, lists and images</p> <p>[Key concepts: experience representation, culture; Key processes: describing, presenting]</p> <p><b>LIT, PSC, CCT, ICT, ICU</b></p>	<ul style="list-style-type: none"> <li>creating a class book, visual/digital display or collection related to topics they have been studying in Spanish and/or other curriculum areas for example, recetas favoritas, animales, la naturaleza, los conquistadores</li> <li>presenting information on cultural events or topics likely to interest children of their own age (for example, a children’s salsa/flamenco/cueca competition)</li> <li>planning and giving short presentations on topics such as holidays, favourite computer games in Spanish, using a combination of language and visual images such as photos, illustrations, captions, diagrams <i>(Mis videojuegos favoritos son Minecraft y Candy Crash. Mis vacaciones en la nieve: este es mi muñeco de nieve).</i></li> </ul>

Years 3 and 4 content descriptions	Elaborations
<p><b>Creating</b></p> <p>Listen to, read and view stories, children’s television programs and songs and make simple statements about characters, themes and reactions</p> <p>[Key concepts: character, plot: Key processes: comparing, responding, experimenting]</p> <p><b>LIT, PSC, CCT, ICU, ICT</b></p>	<ul style="list-style-type: none"> <li>• reading, listening to and viewing range of print, digital and oral texts through shared and guided participation, for example by responding to questions about characters, ideas and events or by illustrating and captioning aspects of texts</li> <li>• expressing personal reactions to texts such as children’s television programs and stories (<i>for example, me gusta/no me gusta... ¡Qué asco! ¡Qué raro! Ellos/as son muy agradecidos/ divertidos</i>), using artefacts such as puppets or masks to express responses characters or events in a story or song</li> <li>• commenting on culturally specific elements of stories or songs, for example, family relationships, the role of music or performance, values associated with children or older people</li> <li>• experimenting with voice and gestures to animate characters and with movement and action to act out events in imaginative texts (for example, assuming a character, participating in an exchange)</li> </ul>
<p>Create short imaginative texts such as dialogues and stories using modelled language</p> <p>[Key concept: imagination, Key processes: experimenting, performing, creating]</p> <p><b>LIT, PSC, CCT, ICT</b></p>	<ul style="list-style-type: none"> <li>• creating simple, imaginative texts to share with younger learners of Spanish, such as digital or print story books, anagrams or shape poems, using modelled language and digital programs such as vokis</li> <li>• using gestures, movements and facial expressions to enhance characterisation or effect in the performance of action songs, raps or plays</li> <li>• contributing to shared writing activities such as a class story in response to an event or experience, for example, A visit to the zoo or a virtual visit to a famous place</li> <li>• creating and performing alternative versions or endings of known stories (for example, <i>Caperucita verde</i>) or action songs, using voice, rhythm and gestures to animate characters</li> <li>• experimenting with sounds, pronunciation and vocabulary to create alternative versions of familiar songs or rhymes learnt in class (for example, <i>‘La vaca loca’, ‘La serpiente de tierra caliente’</i>)</li> </ul>
<p><b>Translating</b></p> <p>Compare and explain examples of simple texts or expressions in both Spanish and English such as street signs, advertisements, sayings and greetings</p> <p>[Key concepts: gist, meaning; Key processes: matching translating, comparing]</p> <p><b>LIT, CCT, ICU, ICT</b></p>	<ul style="list-style-type: none"> <li>• comparing Spanish expressions used in routine social interactions such as greetings with equivalent English versions, identifying differences, similarities and cultural references (for example, <i>¿qué tal?/‘Hi!’</i>, <i>chao/‘See you later’</i>, <i>¡buen provecho!/‘Enjoy your lunch’</i>)</li> <li>• matching street signs from the Spanish-speaking world with equivalents found in Australia (for example, <i>Llamas en la carretera. Koalas crossing, No pisar el césped, Keep off the grass</i>)</li> <li>• using a picture or digital dictionary to find the meanings of simple words used in class, comparing English and Spanish versions of each word</li> <li>• playing matching-pair games with Spanish and English word cards, matching vocabulary for familiar concepts or objects (for example, family members, vocabulary related to food/eating)</li> </ul>

Years 3 and 4 content descriptions	Elaborations
<p>Create bilingual texts such as action games, songs, stories or photo captions, identifying and discussing aspects of culture represented in the texts</p> <p>[Key concepts: similarities, differences; Key processes: comparing, explaining]</p> <p><b>LIT, CCT, ICU, ICT</b></p>	<ul style="list-style-type: none"> <li>• creating captions for images in simple bilingual storybooks modelled on texts such as <i>Cuentos de la selva</i>, noting differences and similarities between Spanish and English-language ways of interacting</li> <li>• creating simple illustrated bilingual texts that can be used by young learners of either English or Spanish to present key information about a topic of interest such as el reciclaje or animales salvajes</li> <li>• creating simple action songs which include alternating repetitive phrases in Spanish and English (for example, <i>Simón dice/Amanda manda/Simon Says, Piedra, papel o tijeras/Rock, Paper, Scissors</i>)</li> </ul>
<p><b>Reflecting</b></p> <p>Interact in Spanish using simple phrases and expressions, recognising how language reflects cultural practices</p> <p>[Key concepts: communication, difference, respect; Key processes: noticing, comparing, reflecting]</p> <p><b>LIT, PSC, CCT, ICU</b></p>	<ul style="list-style-type: none"> <li>• using expressions that reflect politeness and respect in Spanish (for example, agradecimiento, por favor... gracias, puedo), comparing how they feel when using them compared to when they use equivalent expressions in English or other languages</li> <li>• noticing interactions that look or feel different to their ways of interacting in their own language/culture when using Spanish (for example, language around mealtimes or in the classroom)</li> <li>• selecting words or expressions in Spanish that they think would need to be explained to non-Spanish speakers (for example, the use of family names or expressions associated with religion, the use of besitos, to close a telephone conversation)</li> <li>• talking about their reactions to using Spanish, identifying ways of communicating/behaving which feel unfamiliar, enjoyable or difficult (for example, gestures or forms of politeness)</li> </ul>
<p>Explore own sense of identity, for example, by discussing membership of groups such as a club, a country or a language-speaking community, and how these elements of identity are reflected in language use</p> <p>[Key concept: belonging, membership; Key processes: describing, representing]</p> <p><b>LIT, PSC, CCT, ICU, ICT</b></p>	<ul style="list-style-type: none"> <li>• talking about their own identity and language use and creating captioned representations of their membership of clubs or groups (<i>Voy al club de los scouts, mi equipo es el mejor</i>), their country (<i>nuestro país</i>) or language speaking community (<i>en mi idioma... hablar en cristiano.</i>)</li> <li>• reflecting on their experience of learning and using Spanish, considering prompt questions such as, Does this feel unfamiliar? What does this mean to me? How is this different to my own usual experience?</li> <li>• creating a self-profile, using captioned photos, slide presentations, online internal school 'vokis' or concept maps to highlight key characteristics, relationships and ways of using language (for example, <i>Tengo..nueve..años; Vivo en Sídney.. Estudio chino los sábados</i>)</li> <li>• using simple words and expressions selected from word banks and modelled statements to create personal profiles that highlight key characteristics and features (for example, <i>soy chino/a y australiano/a Hablo chino, ingles y un poco de español. Soy muy valiente.</i></li> </ul>

## Spanish F–10 Sequence – Understanding

Years 3 and 4 content descriptions	Elaborations
<p><b>Systems of language</b></p> <p>Experiment with spelling rules and Spanish pronunciation and intonation, including patterns associated with questions and statements.</p> <p>[Key concepts: intonation, spelling, accent; Key processes: discriminating sounds, recognising words]</p> <p><b>LIT, CCT</b></p>	<ul style="list-style-type: none"> <li>recognising and using different intonations for statements, commands, exclamations and questions (for example, <i>Rosa va a la escuela</i>; ¡Vamos todos! ¡Ay, ay, ay! ¿Rosa va a la escuela?)</li> <li>extrapolating from familiar sounds and contexts to spell new words (for example, predicting how to spell <i>Pablo</i>, having learnt the spelling of <i>hablo</i>)</li> <li>playing games such as Word Bingo with more difficult sounds (for example, the letter <i>c</i> in <i>camino/coco</i> compared to <i>cero/cifra</i>)</li> <li>learning to recognise the silent <i>h</i> as in <i>hamaca</i>, <i>ahora</i> and <i>almohada</i> and in loan words such as <i>hockey</i>, <i>hotel</i></li> <li>understanding that an accent may change the meaning of the word (for example, <i>tú</i> and <i>tu</i>, <i>cómo</i> and <i>como</i>)</li> <li>noticing the function of accents in relation to stress and pronunciation (for example, <i>café</i>, <i>teléfono</i>, <i>árbol</i>)</li> <li>applying punctuation and capitalisation rules when writing, such as the omission of capitals with days of the week, months of the year and nationalities</li> <li>understanding that some letters blend to make single sounds, such as <i>seguimos</i>, <i>queso</i></li> </ul>
<p>Notice and apply elements of Spanish grammar such as gender, singular/plural forms, adjectives, adverbs, verb forms, pronouns and prepositions in simple spoken, written and digital texts</p> <p>[Key concepts: grammatical rules, patterns of language, gender; Key processes: recognising, applying]</p> <p><b>LIT, CCT, NUM, ICT</b></p>	<ul style="list-style-type: none"> <li>specifying location or direction using prepositions such as <i>en</i>, <i>encima</i>, <i>debajo</i>, <i>a la izquierda</i> and <i>a la derecha</i>, for example, <i>La regla está en el estuche</i></li> <li>using imperatives to tell others to do something, for example, <i>date prisa</i>, <i>colorea el dibujo</i></li> <li>using question words to seek information, for example, <i>¿Cómo te llamas?</i> <i>¿Dónde está tu casa?</i> <i>¿Cuántos hermanos tienes?</i> <i>¿Quién es tu mejor amigo?</i></li> <li>using a range of adjectives to describe appearance and to express feelings or personality, for example, <i>extraño</i>, <i>fantástico</i>, <i>estupendo</i>, <i>serio</i>, <i>responsable</i>, <i>inteligente</i></li> <li>linking ideas using conjunctions such as <i>y</i>, <i>o</i> and <i>pero</i></li> <li>noticing the use of personal pronouns, for example, <i>yo</i>, <i>tú</i> <i>él</i>, <i>ella</i>, <i>nosotros/as</i>, <i>vosotros/as</i>, <i>ellos/as</i></li> <li>using possessive adjectives in singular and plural forms, for example, <i>nuestra clase</i>, <i>vuestra escuela</i>, <i>tu abuela</i>, <i>mis amigos</i>, <i>tus compañeros</i></li> <li>using cardinal numbers to describe quantity, to tell the time and for dates and ages, for example, <i>tengo cinco amigas</i>, <i>Son las tres en punto</i>, <i>Hoy es veintiuno de agosto</i>, <i>Tengo nueve años</i></li> <li>using common verbs in familiar contexts, for example, <i>ser</i> and <i>estar</i>, <i>dormir</i>, <i>estudiar</i> and <i>cantar</i></li> </ul>

Years 3 and 4 content descriptions	Elaborations
	<ul style="list-style-type: none"> <li>identifying and applying the use of singular, plural and gender forms in simple sentences, for example, <i>la motocicleta es negra, los bolsos son verdes</i></li> <li>using words and expressions to locate events in time (<i>hoy, ayer, mañana</i>), to describe weather (<i>Hoy hace calor</i>) and to name days of the week (<i>Mañana es lunes</i>)</li> <li>using suffixes such as <i>-ísimo/a-</i> and <i>-ito/a</i> to modify the meaning of nouns, adjectives and adverbs, for example, <i>lentísimo; graciosísimos; casita; gatito</i></li> <li>building metalanguage to talk about grammar and vocabulary (<i>singular, plural, masculino, femenino, artículo, adjetivo, sinónimo...</i>) and comparing with equivalent terms in English</li> <li>recognising that the same rules of punctuation apply as in English, for example, using capital letters and full stops for sentences</li> </ul>
<p>Recognise that texts such as stories, emails and dialogues have particular characteristic features, noticing similarities and differences between some Spanish and English versions</p> <p>[Key concepts: language features, structure Key processes: observing, comparing]</p> <p><b>LIT, NUM, ICT, CCT</b></p>	<ul style="list-style-type: none"> <li>noticing differences between written and spoken forms of different types of texts in both Spanish and English (for example, comparing a written story with a spoken one, a letter with a phone call) recognising how elements of texts combine to make meaning (for example, the images, font and script of a cartoon, the layout, title and illustrations in a picture book; the highlighting of names, dates and times on an invitation)</li> <li>comparing features of similar texts in Spanish and English (for example, greeting cards, interactive games or tuckshop menus)</li> </ul>
<p><b>Language variation and change</b></p> <p>Understand that language use varies according to the age and relationship of participants</p> <p>[Key concepts: register, status; Key processes: observing, explaining]</p> <p><b>LIT, CCT, PSC, ICU</b></p>	<ul style="list-style-type: none"> <li>reflecting on how they communicate with their own family and friends and with people less close to them, noticing differences in language use and communicative behaviour</li> <li>analysing how the language of texts such as invitations, apologies or and greeting cards can vary depending on the relationship between the sender and the receiver</li> <li>noticing differences in the ways that both Spanish and English speakers communicate with different people, for example with young children or with unfamiliar adults</li> </ul>
<p>Recognise that languages change with use over time and according to context</p> <p>[Key concepts: influence, change, exchange; Key processes: identifying, classifying, comparing]</p> <p><b>LIT, CCT, ICU</b></p>	<ul style="list-style-type: none"> <li>discovering English and Australian Aboriginal Language words used by Spanish speakers (for example, <i>shopping, tiquet, basquetbol el eucalipto and canguro, bumerán</i>), considering the context of their use</li> <li>finding examples of words and expressions which have been introduced into the Spanish language in recent times, reflecting changes in interests and access to additional cultural experiences, for example, <i>Hacer zapping</i></li> <li></li> </ul>

Years 3 and 4 content descriptions	Elaborations
<p>Identify the variety of languages represented in the school, local community and general Australian population</p> <p>[Key concepts: community, diversity; Key processes: mapping, grouping]</p> <p><b>LIT, CCT, ICU</b></p>	<ul style="list-style-type: none"> <li>identifying languages used by peers in the class, for example by creating a class profile or language map with greetings in each language</li> <li>discussing the nature, history and importance of Aboriginal and Torres Strait Islander languages in the school community and in the wider Australian society, identifying the language of the Country</li> <li>exploring similarities and differences between the many languages spoken in Australia and represented in the school, for example by comparing ways different languages write, sound and use gestures to communicate</li> </ul>
<p><b>Role of language and culture</b></p> <p>Discuss examples of ways in which the cultures of Spanish speakers influence everyday interactions such as expressions of respect and affection</p> <p>[Key concepts: culture as process and practice, values, Key processes: noticing, comparing, connecting]</p> <p><b>LIT, CCT, PSC, EU, ICU</b></p>	<ul style="list-style-type: none"> <li>understanding that language carries information about the people who use it and that common expressions often reflect cultural values (for example, the explicit expression of affection reflected in the use of diminutives in Spanish, <i>primita, mamacita, papito, hermanito; the use of names with religious associations, Jesús María, Dolores, Concepción, Asunción</i> ... )</li> <li>learning how to talk about culture and language, using terms such as ‘meaning’, ‘difference’ and ‘behaviour’, and thinking about values, ideas and traditions which sit inside language (for example, responding to prompts such as: <i>What does it mean when...? Why do you think that people...?</i>)</li> </ul>

### Years 3 and 4 Achievement Standard

By the end of Year 4, students interact with teachers and peers in classroom routines, action related talk and play. They use formulaic expressions when participating in classroom routines and collaborative activities, such as complimenting others (*El bolso de Susana es hermoso*), requesting help (*Necesito ayuda con mi bicicleta*), and seeking permission (*Puedo ir al salón de informática?*). They interpret visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning. They make statements using the present tense and the present + infinitive form (*quiero cantar, quiero salir*) about aspects of their lives such as school, home and everyday routines (*Mi escuela está cerca de mi casa, Me gusta la clase de español*). They approximate Spanish pronunciation and intonation in simple statements. Students gather information relating to own and others’ lifestyles and present information at sentence level in simple texts such as descriptions, lists and tables. They make simple statements about characters (*La bruja es amable*), themes and their own reactions (*El payaso está triste*) in response to imaginative texts. They use modelled sentence structures to compose short original texts such as dialogues and stories, using conjunctions such *y, o, porque, pero*, and prepositions such as *a, con, de and en*. Students use vocabulary related to school, home and lifestyles (*divertido, alto, gordo, grande*). They use possessive pronouns (*mi libro, nuestro coche*), adjectives (*extraño, fantástico*), singular and plural forms (*el árbol, la cafetería, las pelotas, los mensajes*) and regular verbs (*cantar, correr, salir*) in simple constructions. When writing, they apply punctuation and capitalisation rules. They translate short texts, using word lists and dictionaries, identifying words and expressions in the Spanish-speaking world that seem similar or different to their own (*hasta luego/see you later*). They use simple phrases and expressions that reflect cultural practices (for example, the use of diminutives, *Sarita, gatico*).

Students recognise that a variety of languages are spoken in Australia, and identify languages represented in the class and local community. They differentiate between statements, commands, exclamations and questions according to intonation. They identify similarities and differences between some Spanish and English texts, recognising

that familiar texts such as stories and dialogues have characteristic features. They understand that language use varies according to the age, gender and relationship of participants, and that languages change with use over time. They identify examples of ways in which the cultures of Spanish speakers influence everyday interactions, such as greetings (hugging or kissing on both cheeks) and polite expressions (*¿Me pasa el ipad por favor?*).

DRAFT

## Years 5 and 6

### Band description

#### The nature of the learners

At this level, students are widening their social networks, experiences and communication repertoires in both their first language and Spanish. They continue to need guidance and participate in structured, collaborative tasks that both recycle and extend language. Students are gaining greater independence and becoming more conscious of their peers and social context. They are gaining greater awareness of the world around them. Learners are noticing additional similarities and differences between Spanish language and culture and their own.

#### Spanish language learning and use

Learners use Spanish with peers and the teacher for a widening range of purposes: exchanging information, expressing ideas and feelings, performing, and responding to experiences and resources from the Spanish-speaking world. Learners' ability to communicate is developing in terms of fluency, accuracy and complexity. As they draw on a growing range of vocabulary resources and grammatical structures, their pronunciation, intonation and phrasing steadily improve and they use an increasing range of body language such as hand gestures used by Spanish speakers. Shared tasks provide a context for purposeful language experience and experimentation. Focused attention on language structures and systems, literacy skills development and exploration of cultural elements of communication are conducted at least in part in Spanish. Learners use digital media and social networks to support their learning in increasingly independent ways, such as exchanging resources and information with each other, with young people of their own age in Spanish-speaking communities, and with students in other settings who are also learning Spanish. In doing this, they may access music and media resources, maintain blogs and web pages and use online forums.

Oracy development at this level includes active listening to input from different sources (including different varieties of Spanish) and extending conversational and interactional skills. This involves initiating and sustaining conversations, turn-taking, 'reading' language for cultural and contextual meaning, building on others' contributions, making appropriate responses and adjustments and engaging in debate and discussion. Individual and group oral presentation and performance skills are developed through researching and organising information, and structuring and rehearsing presentations. Literacy development involves more independent interaction with a wider range of texts. Learners draw on their growing grammatical and lexical resources to compose and comprehend more complex language. They use a range of cues and decoding strategies to assist comprehension and to make connections between ideas and language within and between texts. They write more accurately and fluently for a wider range of purposes and audiences.

#### Contexts of interaction

Learners use Spanish with each other and with the teacher for an increasing range of purposes. They have some access to Spanish speakers and cultural experiences in wider contexts and communities through the use of ICT. Language development and use are typically incorporated into collaborative and interactive tasks, games and learning activities at this level. Learners begin to use more Spanish spontaneously when interacting with each other.

## **Texts and resources**

Learners engage with a growing range of oral and written texts, including published texts such as readers, songs and computer games, as well as teacher-generated resources such as language games, exercises and presentations. In addition, learners have some access to Spanish language and culture through texts created for young people in Spanish-speaking communities such as websites, stories, music clips, cartoons and television programs.

## **Features of Spanish language use**

Learners use an increasing range of vocabulary, become more confident in terms of pronunciation and continue to build grammatical and textual knowledge. They apply phonic knowledge to unfamiliar language and notice the relationship between accents and stress or intonation. They use present, past and near future tenses to describe or locate actions. They use comparative forms and apply rules of agreement between subjects and verbs and nouns and adjectives. They use appropriate verb forms and intonation patterns to exclaim, make a statement or ask a question. They develop a metalanguage to describe patterns, rules and variations in language structures. As they use Spanish to interact in different situations, learners develop an understanding of how language and culture influence each other. They recognise how language reflects cultural values and experiences and how grammatical forms and vocabulary choices affect the meaning that is made. This offers the opportunity for reflection on their own ways of communicating and using language, and also on personal and community identities, stereotypes and perspectives. Learners begin to experience and reflect on the challenges involved in moving between languages and different ways of making meaning.

## **Level of support**

While learners work more independently at this level, ongoing support is incorporated into task activity. Systematic feedback and review assist the interactive process of learning. Support includes provision of models, stimulus materials, scaffolded opportunities for reflection and resources such as word charts, vocabulary lists, dictionaries and electronic reference materials. Learning tasks and activities take account of both learners' current level of Spanish capability and their more general cognitive and social levels of development.

## **The role of English**

While the use of Spanish in the classroom increases at this level, the use of English for discussion, reflection and explanation ensures the continued development of learners' knowledge base and intercultural capability.

## Spanish F–10 Sequence Communicating

Years 5 and 6 content descriptions	Elaborations
<p><b>Socialising</b></p> <p>Interact using descriptive and expressive language to share interests, special celebrations and leisure activities and to express feelings, state preferences and give opinions</p> <p>[Key concepts: friendship, leisure, interests; Key processes: expressing, sharing, comparing]</p> <p><b>LIT, NUM, PSC, CCT, ICU, ICT</b></p>	<ul style="list-style-type: none"> <li>• thanking, inviting or congratulating one another, for example, <i>Gracias por tu ayuda, ¿Quieres venir a mi fiesta de cumpleaños el sábado? Enhorabuena por tu medalla</i></li> <li>• participating in online exchanges such as video blogs with sister schools to describe and compare routines, interests and activities, using language associated with time, sequence and location, for example, <i>Llego a la escuela a las 8.30 de la mañana, Los jueves por la tarde juego al baloncesto. Cada día, a las 12.00, como bocadillos en el patio de mi colegio</i></li> <li>• expressing feelings (<i>Estoy emocionado por la fiesta. Estoy desilusionada... ¡Qué guay! ¡Qué chévere! ¡Qué lindo!</i>) and recounting experiences with family and friends</li> <li>• apologising and expressing concern or sympathy to friends and family members, for example, <i>Lo siento mucho, ¡Cuídate! Te quiero</i></li> <li>• expressing preferences and opinions, for example, <i>Hacer los deberes es aburrido. Prefiero comer helado. Me encanta el Barça porque es el mejor, Me fascina la música latina, Australia es más grande que Europa</i></li> <li>• sustaining interactions by using strategies such as asking questions and using conversation fillers, for example, <i>¿Y tú? Yo también; Claro; sí, sí</i></li> </ul>
<p>Collaborate with peers to plan and conduct different elements of shared tasks, transactions or activities</p> <p>[Key concept: cooperation; Key process: planning, participating, making, transacting]</p> <p><b>LIT, PSC, CCT, NUM, ICT</b></p>	<ul style="list-style-type: none"> <li>• organising class or school activities, using expressions related to place, time and numbers (for example, <i>¿Qué día es hoy? ¿Dónde? ¿Cuándo? ¿A qué hora?</i>), taking responsibility for different elements (for example, schedules, posters, programs or fundraising activities)</li> <li>• developing interview questions to ask a Spanish-speaking guest (for example, <i>¿De dónde es? ¿A qué se dedica? ¿Cuándo llegó?</i>)</li> <li>• participating in real or imagined transactions which involve requesting information, considering options, buying and selling (for example, <i>¿Cuánto cuesta? ¿Qué colores tienen? ¿Tienen descuento? ¡Qué caro! ¡Qué chollo!</i>)</li> <li>• creating digital displays, presentations or performances for family, friends or school community to showcase their progress in learning and using Spanish</li> <li>• making simple recipes such as macedonia or churros, using appropriate language features and text structures such as imperative verb forms (<i>añade, corta, remueve, amasa</i>) and vocabulary for ingredients and quantities (<i>un kilo, 300 gramos, la harina; fruta; mantequilla, un poco de....</i>)</li> </ul>

Years 5 and 6 content descriptions	Elaborations
<p>Interact in class activities and routines, for example by asking and responding to questions, asking for clarification or making suggestions</p> <p>[Key concepts: routine, responsibility; Key processes: participating, sharing, taking turns]</p> <p><b>LIT, PSC, CCT, NUM</b></p>	<ul style="list-style-type: none"> <li>interacting in small group learning activities by asking questions or making suggestions (for example, <i>¿Qué significa....? Podemos hacer....</i>)</li> <li>stating opinions using modelled sentence structures, making suggestions or indicating understanding (for example, <i>No me parece bien...; ¿Por qué no...? Tienes que...; vale, de acuerdo, Sí, claro...</i>)</li> <li>checking on progress during learning tasks, using comments and questions such as <i>¿Está bien así? ¿Ya terminaste? Terminé/ No he acabado. Necesito más tiempo.</i></li> <li>participating in scaffolded class discussion on themes, activities or experiences (for example, <i>El clima de Melbourne es más ....que....En mi opinión.....</i>)</li> <li>asking and telling the time (for example, <i>¿Qué hora es? Son las cinco y cuarto.</i>)</li> <li>asking for clarification (for example, <i>No entiendo.... Tengo una pregunta... Tengo una duda</i>)</li> </ul>
<p><b>Informing</b></p> <p>Listen to, view and read texts in order to identify aspects of life in Spanish-speaking contexts and communities</p> <p>[Key concepts: lifestyle, diversity; Key processes: collating, connecting, comparing]</p> <p><b>LIT, CCT, NUM, ICU, ICT, PSC</b></p>	<ul style="list-style-type: none"> <li>reading, viewing and listening to texts such as websites, books, recorded interviews, video clips and magazine articles, extracting key points relating to aspects of life in Spanish-speaking communities (for example, housing, urban and rural lifestyles, young people's interests, activities and daily routines), recording key phrases and vocabulary for use in own projects and activities</li> <li>researching topics such as recycling, the water cycle, the solar system, or the geography of Spanish-speaking countries, reordering information, in formats such as tables, concept maps or retrieval charts to share information with others</li> <li>working with simple informative texts such as advertisements, video clips or features in teen magazines to collate and share impressions of young people's lifestyles in different Spanish-speaking communities and contexts</li> </ul>
<p>Present information about aspects of language and culture in the Spanish-speaking world for specific audiences, using diagrams, charts, timelines and guided reports</p> <p>[Key concepts: lifestyle, people, places; Key processes: organising, informing]</p> <p><b>LIT, PSC, CCT, ICT, NUM, ICU</b></p>	<ul style="list-style-type: none"> <li>presenting factual information relating to cultural activities and events of significance in the Spanish-speaking world (for example, <i>las Fallas de Valencia, el Día de los Muertos, carnavales in Bolivia, Argentina and Colombia and candombe in Uruguay, romerías, procesiones religiosas, el camino de Santiago</i>), supporting information with a range of visual, digital and multimodal resources</li> <li>using graphic organisers to convey information in ways that suit specific purposes and content (for example, lists or tables to show priorities, Venn diagrams to compare statistics or ideas, graphs to highlight frequency or timelines to narrate sequences of events)</li> <li>conveying information relating to significant people, places or events in different formats (for example, an advertisement or poster for an event, a profile of a Spanish-speaking celebrity or a digital guide to place of interest)</li> <li>creating an interactive display for younger children highlighting aspects of Spanish language and culture</li> </ul>

Years 5 and 6 content descriptions	Elaborations
<p><b>Creating</b></p> <p>Share and compare understandings and opinions about ideas encountered in imaginative Spanish language texts such as works of art, fables, performances and television programs</p> <p>[Key concepts: plot, idea, moral; Key processes: adapting, comparing, responding]</p> <p><b>LIT, PSC, CCT, ICU, ICT</b></p>	<ul style="list-style-type: none"> <li>recording and/or illustrating key characters, events and ideas encountered in different types of imaginative texts, for example by responding to questions such as <i>¿Qué es.....? ¿Por qué.....? ¿Cuál es la moraleja? ¿Qué sientes cuando.....?</i> or by creating storyboards</li> <li>comparing favourite characters or moments in imaginative texts such as cartoons, stories or digital games, listing key words or expressions associated with their role or personality (for example, <i>extrovertido/a, simpático/a, travieso/a, Daniel el travieso, Zipi y Zape</i>) and explaining how they can relate to them</li> <li>adapting a creative text, for example, by re-sequencing events, adding a new element, changing the location or creating an alternative ending</li> <li>discussing key messages and cultural elements in creative texts, such as the moral of a fable/story, an idea or value in a song, or a quality of a character</li> <li>responding to paintings and famous images (for example by Botero, Frida Kahlo, Picasso) with simple words or phrases (for example, <i>Este cuadro me gusta porque tiene muchos colores, Este mural es más original que el otro</i>)</li> </ul>
<p>Produce a variety of texts such as scripted performances, raps and digital stories using imaginary characters, places, ideas and events</p> <p>[Key concept: imagination; drama; Key processes: performing, representing]</p> <p><b>LIT, PSC, CCT, ICT</b></p>	<ul style="list-style-type: none"> <li>producing songs, raps, short scripted plays or video clips based on modelled examples of these genres to perform to younger children who are learning Spanish</li> <li>creating individual or collaborative poetry, experimenting with rhyme and rhythm (for example a shape or acrostic poem or jingle, riddles or rap)</li> <li>creating, performing and recording/filming own texts such as a commercial for a new product, a photo-story, cartoon, or poster for an imagined event</li> <li>representing key events in imagined scenarios, using formats such as digital storyboards, cartoon maker, talking books or memes), using different voices, captions or word bubbles to capture different moods or feelings</li> </ul>

Years 5 and 6 content descriptions	Elaborations
<p><b>Translating</b></p> <p>Translate simple texts that provide comparisons between cultural aspects of meaning-making in Spanish and English and note how language may not always be directly translated</p> <p>[Key concept: meaning; Key processes: translating, comparing, explaining]</p> <p><b>LIT, CCT, ICU</b></p>	<ul style="list-style-type: none"> <li>identifying words and expressions that do not translate directly from Spanish into English (for example, tomar el pelo, saltarse la clase de español, ¡Es pan comido!)</li> <li>collecting examples of ‘false friends’ identified when translating between Spanish and English (for example, carpeta/folder, contestar/answer, pie/foot)</li> <li>interpreting words and expressions encountered in simple texts such as greeting cards, menus, or story titles that do not translate easily into English and reflect aspects of culture from the Spanish-speaking world (for example, <i>Feliz día de tu Santo, Feliz Día de Reyes. ¡Buen provecho!</i>)</li> <li>translating texts such as public signs to identify differences in elements such as levels of politeness or directness (for example, <i>No pisar el césped, Prohibido comer y beber</i>)</li> <li>creating Spanish versions of Australian school signs and notices, considering why some words or expressions require freer translation than others (for example, the sports oval, the tuck shop, out of bounds, sick room, ‘No hat, no play’)</li> </ul>
<p>Create own bilingual texts and learning resources, such as displays, posters, wordbanks, and glossaries for the classroom/school environment</p> <p>[Key concepts: translation, explanation; Key processes: identifying, selecting, modifying]</p> <p><b>LIT, CCT, ICU, EU, PSC, ICT</b></p>	<ul style="list-style-type: none"> <li>composing bilingual texts such as posters for class or school assembly performances, displays or events (for example: <i>Día del pelo loco; cuida tu planeta</i>)</li> <li>using bilingual dictionaries and electronic translating tools to create bilingual captions, menus or timetables, comparing results and noticing problems associated with translation</li> <li>creating parallel lists of informal Spanish and English expressions for own use in everyday interactions with friends and family (for example, <i>hasta luego/see you later, no pasa nada/no worries guay/cool</i>)</li> <li>creating bilingual texts for specific audiences (for example, songs, a Big Book or board game for younger learners of Spanish, or instructions for an online event/game that involves both English and Spanish-speaking participants)</li> <li>creating bilingual signs for the classroom or school that reflect school community values and priorities, acceptable or non-acceptable behaviours or social interactions (for example, <i>¡Ponte el sombrero! ¡Recoge tu basura! Levanta la mano antes de preguntar, No te olvides de reciclar, ¡Bajad la voz!</i>)</li> </ul>
<p><b>Reflecting</b></p> <p>Compare ways of communicating in particular Australian and Spanish-speaking contexts</p> <p>[Key concepts: diversity, reaction; Key processes: observing, considering, reflecting, diversity considering]</p> <p><b>LIT, PSC, CCT, ICU, ICT</b></p>	<ul style="list-style-type: none"> <li>identifying features of observed interactions between Spanish and English speakers in specific contexts (for example, the classroom, the home, shops), finding similarities and differences .</li> <li>planning a virtual or actual visit to a school in a Spanish-language environment, deciding on strategies for successful communication (for example, how to interpret cultural information and how to be flexible in own ways of communicating)</li> <li>reflecting on instances when interactions in Spanish have felt challenging or awkward, explaining why this might have been the case</li> </ul>

Years 5 and 6 content descriptions	Elaborations
<p>Discuss how it feels to interact in a different language, what they understand by ‘identity’ and whether learning Spanish has any effect on their sense of self.</p> <p>[Key concept intracultural understanding: Key processes: identifying, describing]</p> <p><b>LIT, PSC, CCT, ICU, ICT</b></p>	<ul style="list-style-type: none"> <li>identifying elements of identity that may be important across all cultures (for example, family, community, location)</li> <li>monitoring their development as a learner and user of Spanish, for example through recording progress in learning logs, blogs or journals, or by choosing words or expressions in Spanish that they can associate with aspects of their identity</li> <li>discussing whether learning and using Spanish affects their sense of identity in or out of the classroom, making reference to experiences such as eating in restaurants, playing games or talking with Spanish speakers</li> <li>exploring the idea of stereotypes associated with languages and identities, discussing how groups of people tend to think about themselves and others, and how stereotypes affect attitudes and communication</li> <li>creating a Spanish-speaking self profile such as an avatar or montage with self-introduction, making choices about the design, content and language used</li> </ul>

### Spanish F–10 Sequence – Understanding

Years 5 and 6 content descriptions	Elaborations
<p><b>Systems of language</b></p> <p>Attend to the pronunciation of sounds and intonation patterns used in social interactions and apply writing conventions such as question/exclamation marks</p> <p>[Key concepts: auditory discrimination, punctuation, stress, intonation; Key processes: listening, reading, recognising]</p> <p><b>LIT, CCT</b></p>	<ul style="list-style-type: none"> <li>recognising how pitch, stress and rhythm help to understand meaning when individual words are unfamiliar (for example, <i>¡Qué miedo! ¡Rápido! ¡Vamos!</i>)</li> <li>recognising the Spanish pronunciation of English loan words (for example, <i>bistec, jonrón, fútbol</i>) and applying this awareness to unfamiliar loan words.</li> <li>using correct writing conventions such as inverted question and exclamation marks at the start of sentences (for example, <i>¿qué tal? ¡cuidado ve! ¡qué onda!</i>)</li> <li>reproducing Spanish sounds such as <i>d/t, ce/ci, ga/gi, gue, gui</i></li> <li>applying phonic knowledge to spell unknown words (for example, <i>estrella, llamar, tortilla, taxi, México</i>)</li> <li>understanding the function of accents and learning to insert these into their own work electronically</li> <li>understanding that accents in written Spanish indicate where the stress falls on a word (for example, <i>mi mamá está en la fiesta</i>)</li> <li>recognising variations in forms of spoken Spanish associated with particular regions, such as the pronunciation of <i>j</i> in Ecuador compared with northern Spain</li> </ul>

Understand and use grammatical elements such as tenses, additional pronouns, prepositions, adverbs and adjective agreements to construct simple texts for different purposes

[Key concepts: grammatical rules, patterns and irregularities; Key processes: applying rules, understanding, vocabulary building]

### LIT, CCT, ICT

- noticing that there are two verbs *to be* in Spanish, the verb *ser* as used in *José es mi hermano* and the verb *estar*, in *Estoy cansada*.
- using simple forms of present and past tenses in context (for example, *Ayer fue martes*), and intended actions through using the near future tense *ir + a + infinitive* (for example, *Manuel va a mirar su celular/móvil*)
- using the conditional mode as a formulaic expression (for example *Me gustaría ser pintor*, *No me gustaría vivir en una isla pequeña*)
- comparing the use of diminutives to express affection, (for example, *hermanita*, *periquita*, *gatico/gatito*) to some equivalents in English (for example, 'dear little sister', 'lovely little cat')
- recognising that some singular nouns do not follow the regular masculine/feminine pattern (for example, *el mapa*, *el problema*, *la mano*)
- building compound sentences to express opinion, preferences or reasons using words such as *porque*, *también*, *pero* (*Me gusta cantar, pero prefiero bailar porque es divertido. No me gusta ver la televisión porque es aburrido. Mi comida favorita es el pescado, pero también como carne*)
- identifying the use and the omission of subject pronouns in familiar structures (for example, *Vivo en Australia*, *Ella es Lourdes*)
- using ordinal numbers to sequence (for example, *Rosario Arjona es la primera de la lista*, *Luis vive en la quinta planta*)
- understanding word gender and number agreement between articles, nouns and adjectives (for example, *Tengo dos libros nuevos*, *Las montañas rocosas son muy bonitas*)
- using interrogative words and correct word order to ask questions and make requests (for example, *¿Cuál es tu número de teléfono?* *¿Quieres jugar en el patio?*)
- indicating frequency using adverbs (for example, *siempre*, *a veces*, *nunca*, )
- expressing reactions as exclamations (for example, *¡qué susto!*; *¡qué hermoso!*; *¡qué rico!* *¡Qué chulo!* )
- using comparatives based on models (for example, *tan grande como ...*, *más caro . que ...*, *menos frío que*)
- noticing the flexibility of word order in relation to verbs and adverbs (for example, *En verano, voy siempre a la playa/En verano, voy a la playa siempre* *En verano, siempre voy a la playa*)

<p>Identify how different Spanish texts such as comics, cartoons, magazines or emails use language in ways which create different effects</p> <p>[Key concepts: genre structure, audience; Key processes: noticing, explaining]</p> <p><b>LIT, ICT, CCT</b></p>	<ul style="list-style-type: none"> <li>• comparing features of simple spoken and written texts in Spanish such as phone calls or cartoons with similar texts in English</li> <li>• analysing how different types of text in Spanish create specific effects by using particular kinds of language (for example, superlatives in advertisements designed to persuade: <i>lo mejor... el nuevo...</i>) or the imperative form in signs designed to advise or prohibit (<i>Prohibido patinar aquí</i>)</li> <li>• identifying the purpose, context and intended audience of a range of familiar texts such as phone messages, sports reports or take away food orders</li> <li>• recognising grammatical elements associated with particular texts, for example, the use of imperatives in games (<i>tira el dado</i>) and time markers in stories (<i>primero, después, de pronto...</i>)</li> </ul>
<p><b>Language variation and change</b></p> <p>Recognise that language use varies according to the contexts of situation and culture</p> <p>[Key concepts: levels of formality, language, identity, variation; Key processes: observing, comparing]</p> <p><b>LIT, CCT, PSC, ICU</b></p>	<ul style="list-style-type: none"> <li>• finding examples of informal language used by young people in Spanish, such as shortened noun forms (for example, <i>la profe, la bici la compu</i>) or the use of emoticons, comparing with the use of similar abbreviations by young Australians (for example, <i>vegie, ta, telly</i>), considering why these forms of language are used</li> <li>• understanding the importance of using appropriate forms of address when interacting with different people, for example, using <i>tú</i> when speaking with close friends, family members or other young people, and using <i>usted</i> for other adults</li> <li>• noticing that language use often reflects the mood, feelings or relationships of the people involved, such as the use of emotive or affectionate language between close friends and family members, or persuasive language used in advertisements</li> </ul>
<p>Understand that the Spanish language constantly changes due to contact with other languages and to the impact of new technologies</p> <p>[Key concepts :language contact, digital media; Key processes: observing, identifying, classifying]</p> <p><b>LIT, CCT, ICU, ICT</b></p>	<ul style="list-style-type: none"> <li>• investigating how media, digital technologies and popular culture have influenced the Spanish language (for example, <i>tuitear, email, correo, electrónico, chatear, textear, bloguear, rapear, rapero, un tatoo</i>)</li> <li>• discussing why the Spanish language borrows particular words from English and other languages (for example, <i>chofer, carné, tenis, golf, corner, kiwi and parking</i>)</li> <li>• identifying Spanish words and aspects of life style absorbed into English (for example, '<i>fiesta</i>', '<i>rumba</i>', '<i>tapas</i>') considering the reasons for the adoption of particular words or expressions</li> <li>• understanding that Spanish has close connections to other languages which have shared histories and many similar words (for example, English, French, Italian, Portuguese, Tagalog/Filipino, Rumanian)</li> <li>• understanding that some languages are growing and adapting, while others (such as indigenous languages across the world, including in Spanish-speaking countries) are endangered, disappearing, reviving, or blending with stronger languages</li> </ul>

<p>Recognise that the Spanish language has different forms, roles and functions in different contexts and communities</p> <p>[Key concepts: diversity, language origins; Key processes: mapping, comparing, discussing]</p> <p><b>LIT, CCT, ICU</b></p>	<ul style="list-style-type: none"> <li>• exploring the different forms and functions of Spanish in different contexts, regions and communities (for example as an official language in 22 countries and as a community language in many others)</li> <li>• recognising that there are many different varieties of Spanish spoken in different countries and regions, involving different accents, dialects and vocabulary</li> <li>• comparing different words in the Spanish-speaking regions which have the same meaning (for example, “baby” is <i>guagua</i> in Chile but <i>bebé</i> in most countries; “cake” can be <i>pastel</i> in some countries, or <i>tarta</i> or <i>torta</i> in others)</li> <li>• comparing forms of cultural expression in different Spanish-speaking communities, such as celebrations, systems of schooling and concerns associated with young people, comparing these with similar diversity in multicultural Australia</li> </ul>
<p><b>Role of language and culture</b></p> <p>Reflect on own language use at home, at school and in the community, considering how this may be interpreted by young Spanish speakers</p> <p>[Key concepts: norms, standpoints, perspectives; Key processes: observing, reflecting, comparing]</p> <p><b>LIT, CCT, PSC, EU, ICU</b></p>	<ul style="list-style-type: none"> <li>• describing own/each other’s’ ways of communicating, identifying aspects which may reflect Australian traditions, values and practices</li> <li>• choosing words or expressions commonly used in informal Australian interactions, deciding how to interpret or explain them to young Spanish-speakers (for example, <i>mate</i>, <i>fair dinkum</i>)</li> <li>• noticing similarities and differences between own ways of communicating and characteristics observed in interactions between young Spanish speakers in different contexts and situations (for example, the expression of politeness or turn taking in conversations)</li> <li>• identifying things they take for granted about communication in their most familiar cultural contexts, (for example, shared understanding of gestures and tones of voice)</li> <li>• noticing culturally appropriate ways of offering praise, recognition, gratitude or encouragement</li> </ul>

## Years 5 and 6 Achievement Standard

By the end of Year 6, students use written and spoken Spanish for classroom interactions, to carry out transactions and to share information about personal interests, relate experiences and express feelings. They use modelled sentence structures to ask and respond to questions (¿quién?/¿quiénes?, ¿por qué?/¿por dónde? sí, por supuesto), seek clarification (¿Ella dice que apaguemos la computadora?) and give advice (No debes comer tantos dulces). When interacting, students use appropriate pronunciation of Spanish-specific sounds such as *ci/ca*, *ga/gi*, and intonation patterns associated with commands. They gather information relating to language and culture and present it in different formats. They describe characters, experiences and ideas encountered in texts and create short imaginative texts such as scripted performances, raps and digital stories using structured models and descriptive and expressive vocabulary (*divertido*, *alto*, *gordo*, *grande*). They use present tense and the simple past tense (*Ayer comí helado*, *Fueron a la cafetería*), futuro próximo (*Voy a ir a la playa*, *Vamos a comer frutas*) and common regular and irregular verbs in present, past and future tenses (*caminar*, *ser*, *estar*). Students use pronouns (*él/ella nosotros/as ellos/ellas*, *usted/ustedes/ vosotros/as*), prepositions (*debajo de*, *por*, *al lado de*, *cerca de*), adverbs (*muy*, *poco*, *bien*, *mal*, *lentamente*), agreement of adjectives (*Tenemos poca gente y comen poco*) and prepositions to mark time (*hoy*, *ayer*, *mañana*, *ya*, *todavía*) and place (*dentro de*, *encima de*, *a la izquierda*, *a la derecha*). They apply rules of punctuation such as question and exclamation marks (¿cuándo?, ¡cuidado!) and accents (*sofá*, *café*, *maní*). They translate and interpret short texts, identifying aspects of the Spanish language and culture that are similar or different to their own. They describe their own experiences of using Spanish and identify ways this may impact on their own identity.

Students recognise that Spanish is a global language and describe the distribution of communities of Spanish speakers in different countries and region. They understand that languages change through contact and new technologies and give examples of Spanish words used in English ('patio', 'chocolate') and words used in Spanish that are borrowed from other languages (*chofer*, *carné*, *tenis*, *golf*, *corner*, *kiwi*, *parking*). They recognise that Spanish has its own rules for pronunciation and grammar and that they need to adjust language to suit different contexts, situations and relationships (*¡Hasta pronto Doña Clara!*). Students use metalanguage to explain basic features of language, texts and grammar, making connections with terms such as 'verb', 'adverb', 'noun' and 'agreement' that are used in English. They reflect on the language they use at home, at school and in the community, considering how young Spanish speakers would use language in the same contexts.

## Years 7 & 8

### Band description

#### The nature of the learners

These years represent a transition to secondary school. Students in this pathway are continuing to study Spanish, bringing with them an established capability to interact in different situations, to engage with a variety of texts and to communicate with some assistance about their immediate world and that of Spain and other Spanish-speaking communities. They have experience in analysing the major features of the language system and in reflecting on the nature of intercultural exchanges in which they are involved.

#### Spanish language learning and use

Spanish is used for classroom interactions and transactions, for creating and maintaining a class dynamic, for explaining and practising language forms and for developing cultural understanding. Learners work both collaboratively and independently in Spanish, exploring a variety of texts including online chats, songs/raps, debates and role-plays, with particular reference to their current social, cultural and communicative interests. In small groups they share language knowledge and resources to plan, problem-solve, monitor and reflect. They use modelled and rehearsed language in familiar and unfamiliar contexts and increasingly generate original language. They make cross-curricular connections and explore intercultural perspectives and experiences. They plan, draft and present imaginative, informative and persuasive texts; design interactive events and collaborative tasks; and participate in discussions and games. They use vocabulary and grammar with increasing accuracy, drafting and editing to improve structure and clarify meaning.

#### Contexts of interaction

The primary context for learning and using Spanish remains the language classroom; however there may be increasing opportunities for interaction with peers in a range of Spanish-speaking communities through the use of technologies and social networks, partner-school arrangements and community connections. Learners have access to additional Spanish-language resources through websites, social media and radio streaming.

#### Texts and resources

Learners work with a variety of texts specifically designed for learning Spanish in schools such as textbooks, videos, readers and online resources. They also access materials created for Spanish-speaking communities, such as films (subtitled), websites, magazines and advertisements that provide opportunities to make connections between texts and cultural contexts, perspectives and experiences.

#### Features of Spanish language use

Learners expand their range of vocabulary beyond their immediate world and familiar experiences. They make clearer distinctions between stress and intonation patterns to increase fluency and enhance expression. They develop broader grammatical knowledge, using present, past and future tenses of regular and some irregular verbs to describe and sequence events. They recognise and apply characteristic features of additional types of text. Learners develop an awareness of the diversity of languages and cultures in the Spanish-speaking world. They analyse more critically and imaginatively the relationship between language and culture, identifying cultural references in texts and considering how language reflects and influences perspectives and values. They make comparisons between their own language(s) and Spanish, and reflect on the complexities involved in moving between languages and cultural systems. They monitor and reflect on their own intercultural experience and capability as language learners, and identify their own personal and community practices that reflect cultural influences.

## Level of support

Opportunities to review and consolidate prior learning are balanced against provision of engaging and relevant new experiences and connections. Learners are supported to develop increasing autonomy as language learners and users, to self-monitor and adjust language in response to their experiences in different contexts.

## The role of English

While Spanish is used in more extended and elaborated ways for classroom interactions and routines, for task participation and structured discussion, English is used for more complex elements of instruction and for more substantive discussion, analysis and reflection. Learners continue to develop a metalanguage for thinking and talking about language, culture and identity and the experience of learning and using Spanish.

## Spanish F–10 Sequence – Communicating

Years 7 and 8 content descriptions	Elaborations
<p><b>Socialising</b></p> <p>Participate in a range of spoken, written and online interactions, for example, exchanging views and experiences, apologising, thanking, inviting or congratulating</p> <p>[Key concepts: relationship, experience, milestone, community; Key processes: experiencing, responding, connecting]</p> <p><b>LIT, PSC, CCT, ICU, ICT</b></p>	<ul style="list-style-type: none"><li>• using the appropriate register when interacting in different social situations such as making enquiries, offering thanks, apologies or compliments, (for example, <i>Lo siento mucho, ¡Le deseo mucha suerte!, ¡Muchísimas gracias por tu ayuda!</i>)</li><li>• exchanging personal information about each other's lives, routines and experiences, for example, <i>A mi amigo español le gusta el chocolate con nata</i></li><li>• engaging in informal conversations or more structured discussions to canvas each other's attitudes to social and cultural issues such as <i>La salud de los jóvenes, Las relaciones familiares</i></li><li>• developing narrative skills by exchanging accounts of individually significant events, influences or milestones, (for example, <i>El año pasado fui con mis padres al museo Nacional y me impresionó todo lo que los Indígenas construyeron</i>)</li></ul>
<p>Engage in collaborative tasks, activities and experiences which involve negotiation, making arrangements, problem-solving and shared transactions</p> <p>[Key concepts: event; experience; Key processes: negotiating, transacting, inviting]</p> <p><b>LIT, PSC, CCT, NUM, ICT</b></p>	<ul style="list-style-type: none"><li>• planning and participating in learning experiences such as preparing a class outing or community performance or shopping for a lunch, stating preferences, negotiating, considering alternatives and agreeing or disagreeing ( <i>Prefiero no ir a la playa contigo, Tengo ganas de ir al cine...Estoy de acuerdo contigo... Estoy en desacuerdo contigo...</i>)</li><li>• participating in situations requiring the language of transactions and the exchange of ideas and preferences, (for example, arranging to host students on an exchange program or returning damaged articles)</li><li>• engaging in collaborative projects such as designing a webpage or making a short documentary about subjects such as, <i>Mi comunidad</i></li><li>• planning and completing tasks that involve asking for, giving and following directions to real or virtual locations (for example, <i>sigu derecho... toma el bus hasta el lago..... gira a la izquierda..</i>),using resources such as digital devices, apps, street maps or directories</li></ul>

Years 7 and 8 content descriptions	Elaborations
<p>Engage in class activities and discussions through asking and responding to open-ended questions, expressing and rejecting points of view</p> <p>[Key concepts: values, negotiation, classroom culture; Key processes: inviting, eliciting, explaining]</p> <p><b>LIT, PSC, CCT</b></p>	<ul style="list-style-type: none"> <li>• using simple and compound sentences and cohesive devices such as <i>Al principio... y luego... porque... por otro lado. Lo importante es...; pienso que...</i> to structure arguments and to explain or justify a position, (for example, <i>Pienso que debemos conservar los idiomas Indígenas porque reflejan las culturas</i>)</li> <li>• initiating and extending conversations and discussion, for example, by using open questions and connectives such as <i>¿Qué pasa? ¿Dónde pasarán las vacaciones?</i> and connectives such as, <i>pero, si, entonces, cuando, por eso</i></li> <li>• inviting people to give opinions or suggestions, for example, <i>¿Qué te pareció la película?, ¿Qué quieres comer?</i> using reflective language as set phrases to report and reflect on the experience of learning and using Spanish, for example, <i>Cuando hablo español muevo las manos más Me gusta el ritmo del español hablado</i></li> </ul>
<p><b>Informing</b></p> <p>Analyse and summarise key ideas and information from a variety of texts on a range of topics</p> <p>[Key concepts: data; event; Key processes: researching, analysing, summarising]</p> <p><b>LIT, PSC, CCT, NUM, ICU, ICT</b></p>	<ul style="list-style-type: none"> <li>• engaging with texts such as magazines, interviews and websites to gather and re-present facts about events or people, for example, using a timeline to sequence historical events or by creating a profile of a famous Spanish speaking person</li> <li>• using a range of tools such as charts, tables, mind maps and graphs to organise and present information accessed from sources such as television programs, reports, interviews, video clips, documentaries and social networks on topics of relevance to their age group (for example, <i>El trabajo infantil no debe continuar. La importancia del reciclaje para el medio ambiente</i>)</li> <li>• summarising key points in different types of informational texts, deducing the meaning of unknown words or expressions, and noticing and explaining cultural references</li> <li>• researching young people's lifestyles across Spanish-speaking cultures and contexts, comparing information from different cultural contexts to identify factors such as geography, climate, and social and community environment</li> <li>• comparing details from a range of texts on topics such as cultural occasions and ceremonies, education across the Spanish-speaking world, identifying culture-specific terms and representations, for example, <i>año 8</i> or <i>primero de básico</i></li> </ul>

Years 7 and 8 content descriptions	Elaborations
<p>Organise and present information and ideas on different topics, issues or events, comparing perspectives and experiences</p> <p>[Key concepts: perspective, youth issues; Key processes: reporting, managing information]</p> <p><b>LIT, PSC, CCT, ICT, ICU</b></p>	<ul style="list-style-type: none"> <li>organising and presenting information gathered from different sources to create an overview of a particular issue or topic of interest, presenting different perspectives or viewpoints (for example in relation to a celebrity, popular culture, school uniforms, endangered species or conservation of the Amazon basin)</li> <li>creating and combining different types of texts and modes of presentation, such as blogs, film clips, or recorded interviews, to explore social or cultural themes such as <i>Los peligros del Internet</i> or <i>Acoso escolar</i></li> <li>reporting on own and others' experiences of events such as a school camp, a concert, or playing a new computer game</li> </ul>
<p><b>Creating</b></p> <p>Respond to a variety of imaginative texts by expressing opinions and comparing the ways in which people, places and experiences are represented</p> <p>[Key concepts: fact, fiction, humour, Key processes: comparing, responding, expressing]</p> <p><b>LIT, PSC, CCT, ICU, ICT</b></p>	<ul style="list-style-type: none"> <li>presenting own version of an imaginary event or familiar story, for example, by removing the sound from a television show and replacing it with own invented dialogue or commentary</li> <li>exchanging and comparing personal preferences about characters, attitudes and events encountered in imaginative texts, for example, <i>Prefiero el robot femenino... No estoy de acuerdo con...</i></li> <li>comparing how key messages and beliefs are communicated across cultures through the creative arts, for example in Australian texts such as creation and Dreaming stories and texts from Spanish-speaking communities such as fables, myths and legends (<i>'La leyenda de la quinoa'</i> <i>La leyenda de la llorona</i>)</li> <li>responding to different expressions of humour in texts from Spanish-speaking communities and comparing these to Australian expressions of humour</li> <li>exchanging and expressing opinions about typical features and expression in traditional and contemporary stories, films or video-clips from the Spanish-speaking world</li> </ul>
<p>Create texts about imagined characters, contexts and experiences in order to engage and entertain others</p> <p>[Key concepts: amusement, entertainment; Key processes: describing, expressing feelings, entertaining]</p> <p><b>LIT, PSC, CCT, ICU, ICT</b></p>	<ul style="list-style-type: none"> <li>creating cartoons, plays or short stories to share in class sessions or online with a wider audience about a past event in their own life or a dream for the future</li> <li>creating and performing their own texts that reflect perceived cultural behaviours associated with a Spanish-speaking community</li> <li>creating imaginative texts to entertain younger audiences, for example audio or digital Big Books, puppet plays, cartoons or short video clips, selecting appropriate language, rhythms and image to enrich the visual or listening experience</li> </ul>

Years 7 and 8 content descriptions	Elaborations
<p><b>Translating</b></p> <p>Translate and interpret a range of texts, comparing each other's versions and discussing reasons for any variations</p> <p>[Key concepts: equivalence, culture; Key processes: translating, interpreting, comparing]</p> <p><b>LIT, CCT, ICU, PSC, ICT</b></p>	<ul style="list-style-type: none"> <li>• comparing each others' translations of the same text, commenting on differences and similarities between versions, considering possible reasons for these and preparing an online collaborative whole class version</li> <li>• commenting on representations of community cultural events such as <i>Festival de cine Mexicano</i>, <i>celebraciones de la vida de personajes del mundo Hispanohablante en Australia</i>, <i>Monseñor Oscar Arnulfo Romero de El Salvador</i>, <i>Gabriel García Márquez</i>, explaining particular language or images in terms of cultural associations</li> <li>• translating different types of short messages or communications, (for example, <i>Mañana voy a estrenar mi vestido</i> , <i>¿Te gustó la sobremesa?</i> <i>Hay mucha conmoción en la calle</i>) reflecting on challenges associated with transferring meaning from one language to another</li> <li>• assisting a visiting Spanish speaker to communicate with an audience of school students and staff who have not studied Spanish, explaining and interpreting aspects of their language/culture</li> <li>• selecting and explaining individual words or phrases in Spanish whose meaning can be affected by context, for example, <i>Tengo una pila de cosas para hacer</i>. <i>La pila del celular se ha acabado</i></li> </ul>
<p>Produce short bilingual texts such as digital stories, comics and blogs, discussing how language reflects culture</p> <p>[Key concept: interpretation; Key processes: comparing, explaining, experimenting]</p> <p><b>LIT, CCT, ICU, PSC, ICT</b></p>	<ul style="list-style-type: none"> <li>• creating subtitles, captions or commentaries for texts such as brochures, slide show presentations or video clips that inform the school community of aspects of Spanish-speaking cultures, (for example, <i>El carnaval de Barranquilla</i>, <i>Festival de Viña del Mar</i>)</li> <li>• producing bilingual community texts such as posters or advertisements in print or multimedia format, for example, to promote a concert or an interview with a celebrity for a teen radio station</li> <li>• composing menus or programs for Spanish-themed events, with key items/information in Spanish and explanatory footnotes/glossaries in English</li> <li>• corresponding with Spanish-speaking peers, using both Spanish and English, conveying aspects of Australian culture such as places or events of interest, leisure and sports activities, wildlife and environment</li> <li>• creating and illustrating a bilingual children's story for younger learners, using each language in creative and engaging ways, for example, <i>'El hijo desobediente'</i> and <i>'El conejo y el Coyote'</i></li> <li>• providing a commentary to video clips of Spanish-language social interactions in different situations and contexts, such as taking a bus to the city, visiting the dentist or buying a video game, explaining elements that may be unfamiliar to Australian viewers</li> </ul>

Years 7 and 8 content descriptions	Elaborations
<p><b>Reflecting</b></p> <p>Reflect on intercultural communication, commenting on perceived similarities and differences in language used and on aspects of culture</p> <p>[Key concepts: similarity, difference, assumption; Key processes: monitoring, reflecting, questioning]</p> <p><b>LIT, PSC, CCT, ICU, ICT</b></p>	<ul style="list-style-type: none"> <li>reflecting on experiences of authentic or virtual interaction in Spanish, for example, face-to-face interactions with community members through an excursion, web-chatting, ePal, social networking, identifying moments of enjoyment, discomfort and successful intercultural communication</li> <li>keeping a journal of experiences (humorous, satisfying or challenging) associated with learning and using Spanish, noting personal reactions and reflections over time</li> <li>comparing experiences of successful intercultural communication, identifying elements which required flexibility and cultural understanding (for example, responding to different ways of expressing feelings, levels of directness/indirectness or culturally determined perspectives)</li> <li>noticing the impact of their own assumptions when engaging with Spanish-language texts and experiences, considering what assumptions Spanish speakers might hold about Australian people and associated cultural behaviours</li> <li>finding examples of how language reflects cultural concepts and values across the Spanish speaking world (for example, religious references in sayings such as <i>Al que madruga Dios le ayuda</i>, <i>Bendito sea ... Adiós</i>; changes to language forms that reflect changes in social values, such as the adoption of some feminine forms of professional titles, <i>La doctora/el doctor</i>, <i>la abogada/el abogado</i>, <i>la jefa/el jefe</i>)</li> </ul>
<p>Identify significant people, places, events and influences in their own and others' lives and explain why they are important to their sense of identity</p> <p>[Key concepts: biography, community; Key processes: analysing, reflecting]</p> <p><b>LIT, PSC, CCT, ICU, ICT, EU, NUM</b></p>	<ul style="list-style-type: none"> <li>mapping their own linguistic and cultural profiles, for example by creating a chart/timeline/web profile to highlight formative elements and influences, such as family languages, key relationships and intercultural experiences</li> <li>preparing a biographical account of an influential figure in own life, including information such as why this person is significant, their values and influence on them</li> <li>considering how identity is expressed through language, with reference to languages spoken by themselves, their peers, family or community members</li> </ul>

## Spanish F–10 Sequence – Understanding

Years 7 and 8 content descriptions	Elaborations
<p><b>Systems of language</b></p> <p>Develop more consistent control of the rhythms and intonation of spoken Spanish and of the features of the writing system</p> <p>[Key concepts: pitch, stress, rhythm, intonation, Key processes: noticing emphasis]</p> <p><b>LIT, CCT</b></p>	<ul style="list-style-type: none"> <li>distinguishing and making nuances in pronunciation between some consonants according to vowel combinations, for example, <i>gente, agua</i> and <i>gas</i> and also the double consonants <i>ll</i> and <i>rr</i></li> <li>using the rhythms of the Spanish language, including intonation, tone and stress, to increase fluency and to enhance expression (for example, <i>No compro nunca en esa tienda</i> versus <i>¿No compró nada en esa tienda?</i>)</li> <li>recognising where to place stress in extended sentences, (for example, <i>Vámonos ya para el concierto de Vallenatos. Ven aquí y te enseñaremos a bailar la salsa</i>)</li> <li>experimenting with intonation and stress at whole text level, increasing text coherence and expression</li> <li>recognising that written Spanish has only 3 double-letter combinations: <i>cc, ll, rr</i>, (for example, <i>acción, llover, corrección</i>)</li> </ul>
<p>Understand and control grammatical structures such as different forms of the past tense, regular and irregular verbs, interrogative and imperative moods and conjunctions in a range of familiar types of text</p> <p>[Key concepts: parts of speech, tenses, moods; Key processes: analysing, categorising, distinguishing]</p> <p><b>LIT, CCT</b></p>	<ul style="list-style-type: none"> <li>conjugating common regular verbs in the present (<i>hablo inglés</i>), past (<i>nadamos en el río</i>) and present perfect tenses, (<i>¿han llegado?</i>) and high-frequency irregular verbs such as <i>ir, tener, ser, haber</i></li> <li>using present, future and past tenses of modal verbs, for example, <i>no pudo comer, debemos dormir bien</i></li> <li>using adjectives to describe and compare people and some aspects of the environment, for example, <i>mi tía es generosa, los Andes son inmensos</i></li> <li>using adverbs to modify the meaning of verbs and adjectives, for example, <i>casi nunca, demasiado</i></li> <li>using subject-verb-object word order and comparing it to English structures, for example, <i>Simón busca la información para la tarea en la red</i></li> <li>expressing quantity, for example, <i>miles de personas, mucha gente, varios libros, tanto dinero, pocas ideas, bastante calor, algunos amigos</i></li> <li>using conjunctions to join elements of more complex sentences, for example, <i>y, pero, porque, además</i></li> <li>using interrogative and imperative moods, for example, <i>¿Has comido? ¡Abre la puerta!</i></li> <li>indicating possession by using <i>de</i> followed by a pronoun (for example, <i>de él</i>) or noun, for example, <i>El carro de mi mamá, Las camisas de mi hermano</i></li> </ul>

Years 7 and 8 content descriptions	Elaborations
<p>Analyse the structure and organisation of a range of texts, particularly those related to social and informational media, for example, blogs, advertisements and text messages</p> <p>[Key concepts: register, comparison,; Key processes: analysing]</p> <p><b>LIT, ICT, CCT</b></p>	<ul style="list-style-type: none"> <li>noticing the conventions of several types of text in Spanish, for example, text messages, abbreviations: <i>tq = te quiero</i> blogging, telephone conversations, formulaic greetings: <i>Aquí, Hola, ¿Sí? ¿Aló?</i> greeting cards and menus</li> <li>experimenting with language appropriate to particular types of text such as descriptive language in documentaries, reflective language in diary and journal entries, and persuasive language in advertisements</li> <li>comparing several versions of a news story (for example, radio, newspaper and online news) to consider how medium affects the construction and expression of meaning</li> <li>collecting examples of online and print advertisements, identifying and analysing language features and grammatical structures used to persuade potential consumers, for example, <i>¡Cómpre en los almacenes 'La Moda' no se arrepentirá!, ¡Pague menos y lleve más!</i></li> <li>understanding elements that provide coherence at a whole text level, such as cohesive devices (<i>sin, aunque, debido a, según, por otro lado</i>), linked paragraphs, introductions and summaries and sequencing of ideas</li> </ul>
<p><b>Language variation and change</b></p> <p>Examine how elements of communication including gestures, facial expressions or use of silence vary according to context, situation and relationships across languages and cultures</p> <p>[Key concepts: body language, personal space, status; Key processes: observing, comparing, analysing]</p> <p><b>LIT, CCT, PSC, ICU</b></p>	<ul style="list-style-type: none"> <li>comparing variations in linguistic and cultural requirements of specific situations across different contexts, for example, in situations such as shopping or travelling in various Spanish-speaking countries</li> <li>identifying and comparing features of spoken and written language (such as types of gestures, greetings and facial expressions; headings, text structure and grammatical choices) that reflect the purpose for which it is used, and discussing how silence can be used effectively as an element of communication</li> <li>identifying and comparing how emotions or attitudes such as respect or embarrassment are shown across different languages and cultures</li> <li>comparing elements of communication such as body language, use of personal space and silence in different cultural contexts and exchanges</li> <li>identifying levels of formality and informality in spoken and written texts, considering what these tell about social relationships and processes (for example, reflections of status, authority, respect or intimacy: <i>Disculpe, ¿podría decirme ....., Perdona que le interrumpa, ..... Me gustaría invitarte a mi boda, ¡oye tío, he conocido a una tía guay!, eres el amor de mi vida,...</i></li> </ul>

Years 7 and 8 content descriptions	Elaborations
<p>Understand the dynamic nature of languages</p> <p>[Key concept: change, influence, evolution, globalisation; Key processes: observing, reflecting, explaining]</p> <p><b>LIT, CCT, ICT, ICU</b></p>	<ul style="list-style-type: none"> <li>identifying Spanish words borrowed from different languages across time and through political, historical and social changes (for example, words of Arabic origin that start with the prefix <i>al-</i>, such as <i>almanaque</i>, <i>alcachofa</i>, <i>algodón</i>, <i>álgebra</i>, <i>alcohol</i>, and some common interjections also derived from Arabic such as <i>¡hola!</i>, <i>¡ojalá!</i>, <i>¡olé!</i>)</li> <li>identifying the movement of language elements across and between times and contexts, such as words from Indigenous languages adopted into Spanish and then exported to other languages (for example, words of Náhuatl origin such as <i>aguacate</i>, <i>chocolate</i>, <i>cacao</i>, <i>chile</i>, <i>chicle</i> and <i>guacamole</i>)</li> <li>noticing components of Spanish language that reflect particular cultural histories and influences, such as technological and scientific terms derived from classical Latin and Greek (for example, <i>continente</i>, <i>vegetación</i>, <i>bacteria</i>, <i>biología</i>, <i>protocolo</i>, <i>mecánico</i>)</li> <li>collecting English cognates in the Spanish language, for example, <i>fascinante</i>, <i>arquitectura</i>, <i>dóctor</i>, <i>enciclopedia</i>, <i>cancelar</i> and <i>bicicleta</i></li> <li>analysing the influence of Spanish language and culture on English in areas such as food, music and dance and consider the value of this influence (for example <i>salsa</i>, <i>hammock/hamaca</i>, <i>flamenco</i>, <i>churros</i>, <i>tortilla</i>, <i>pupusas</i>, <i>tapas</i>)</li> <li>investigating the impact of media and technology on Spanish, (for example, <i>Los niños quieren chatear con su primo gallego</i> and <i>el dopaje</i>, <i>el escáner</i>)</li> </ul>

Years 7 and 8 content descriptions	Elaborations
<p>Investigate the nature and extent of Spanish language use in both Australian and global contexts</p> <p>[Key concepts: community, arts, cuisine; Key processes: researching analysing, classifying]</p> <p><b>LIT, CCT, ICU</b></p>	<ul style="list-style-type: none"> <li>recognising that Spanish is an important world language spoken with a range of dialects accents and grammatical variations across the Spanish-speaking world (for example, by identifying Spanish-speaking countries or regions on a map of the world)</li> <li>understanding the nature of the distribution of Spanish speakers across the world not only in countries where the Spanish language is official but in other countries such as United States or The Philippines where the Spanish language and cultures have an important presence.</li> <li>exploring language variation in relation to vocabulary (<i>strawberries</i> are <i>fresas</i> in Spain, <i>frutillas</i> in Argentina; <i>bus</i> is <i>colectivo</i> in Venezuela, <i>omnibus</i> in Peru, <i>camión</i> in Mexico and <i>guagua</i> in Cuba)</li> <li>recognising that there is also variation in some grammatical forms (for example, the use of the pronoun <i>vos</i> in Argentine Spanish compared to <i>tú</i> in Spain; the masculine direct object pronoun <i>le/lo</i> in Spain and <i>lo</i> in Latin America)</li> <li>recognising differences between standard varieties of Spanish and varying degrees of language blending and influence (for example, <i>Spanglish</i>)</li> <li>recognising that many speakers of Spanish also speak one or more regional and/or local languages (for example, Catalan or Basque) researching the extent and impact of Spanish language networks, associations and activities in different Australian communities, (for example creating a database classifying activities, events, exchange and media organisations, Spanish-speaking films on SBS, adverts for travel to Spanish-speaking countries, Spanish language classes)</li> </ul>
<p><b>Role of language and culture</b></p> <p>Reflect on how cultural values and ideas are embedded in language and influence intercultural interactions and experiences</p> <p>[Key concepts: interpretation, cultural expression; Key processes: reflecting, comparing, analysing]</p> <p><b>LIT, CCT, PSC, EU, ICU</b></p>	<ul style="list-style-type: none"> <li>identifying how ways of communicating in Spanish and English differ and how people outside each culture may understand these differently (for example, attitudes to time reflected in language and social interactions; expressing thanks or appreciation more or less directly)</li> <li>recognising that language and cultural practices are interconnected, for example by identifying religious origins or connotations associated with many commonplace Spanish names (<i>Jesús María, Dolores, Concepción, Asunción</i>) and expressions (<i>la bendición, ¡que diós te bendiga! ¡Adiós!</i>)</li> <li>investigating and using language associated with significant cultural practices and events such as celebrations, (for example, <i>La novena, Día de las madres, Día internacional de la mujer, Día de la emancipación de los esclavos, Primero de mayo, Carnaval</i>), identifying associated values, beliefs and perspectives</li> <li>considering how differences between ways of using language reflect cultural influences (for example, the adoption of varying systems of <i>apellidos</i> in different Hispanic communities)</li> </ul>

## Years 7 and 8 Achievement Standard

By the end of Year 8, students use written and spoken Spanish for classroom interactions, to carry out transactions and to exchange views and experiences with peers and others in a range of contexts. They use rehearsed and spontaneous language to give and follow instructions and engage in discussions, such as expressing or rejecting points of view (*¿Estás de acuerdo?, verdadero/falso, ¿qué te parece?, ¿cuándo?, ¿cómo?, ¿por qué?*). They apply appropriate pronunciation and rhythm in spoken Spanish to a range of sentence types (*¿Nos vamos?, ¡Nos vamos!, Pasó por aquí/Paso por aquí*) and use interrogative and imperative moods (*¿Has comido? ¡Abre la puerta!*). They locate, summarise and analyse information and ideas on topics of interest from a range of texts and communicate different perspectives, information and their own opinions (*a mí me parece...*) using different modes of presentation (spoken, written, multimodal). They describe their response to different imaginative texts by expressing opinions (*en mi opinión, personalmente yo prefiero, estoy de acuerdo*), stating preferences (*después de pensarlo, yo..., prefiero más bien...es buena/mala idea*), and comparing ways in which people, places and experiences are represented (*mejor que... peor que...más... menos*). They draw on past experiences or future possibilities to create imaginative texts using a range of tenses (present, *vivo*, present perfect, *he vivido*, preterite, *viví*, imperfect, *vivía* and future, *viviré*) and modal verbs (*Es posible que cambie de opinión*). When creating spoken and written texts, they use grammatical structures such as regular verbs (*caminar, beber, vivir*), irregular verbs (*estar, entender, abrir*) and tenses such as present perfect, simple past and future. They use descriptive vocabulary, such as colours (*azul, rosa, café*) and numbers, adjectives (*generoso, simpático, listo, amistoso*), and adverbs (*generalmente, raramente, nunca*) to extend and elaborate their texts. They use cohesive devices (*y, o, porque, cuando, por eso, pero,pués, puesto que, debido, y, pues, para*) and prepositions (*antes del atardecer, dentro de la casa*) in own language production to create cohesion. Students translate texts on familiar topics and produce simple texts in Spanish and English, comparing their different versions and considering possible explanations for variations. When participating in intercultural experiences they identify similarities and differences in language use and cultural expression. They identify significant people, places, events and influences in their lives and explain why these are important to their own sense of identity.

Students recognise that Spanish contains influences from other languages and that Spanish in turn influences other languages and is spoken in a variety of forms in communities around the world. They recognise that in Spanish there are words that are spelled and pronounced the same but have different meanings, *cura* (priest) *cura* (to cure) and that a word often takes on a different meaning when an accent is added, *papá* (father) *papa* (potato), the definite article *el*, (the) and the pronoun *él*, (he or him). They understand the use of *haber* as an auxiliary verb. They use metalanguage to explain features of language, texts and grammar and identify how text structures and language features vary between different types of text. Students explain how elements of communication such as gestures, facial expressions or the use of silence vary according to context, situation and relationships. They understand that meanings and reactions vary according to the cultural assumptions that people bring to intercultural experiences and interactions.

## Years 9 and 10

### Band description

#### The nature of the learners

At this level, students bring existing knowledge of Spanish language and culture and a range of learning strategies to their learning. They are increasingly aware of the world beyond their own and are engaging with youth-related and social and environmental issues. They require continued guidance and mentoring, but are increasingly independent in terms of analysis, reflection and monitoring of their language learning and intercultural experiences. They are considering future pathways and options, including the possible role of Spanish in these.

#### Spanish language learning and use

This is a period of language exploration, vocabulary expansion and experimentation with different modes of communication (for example, digital media, collaborative performance and group discussions). Learners become more confident in communicating in a wider range of contexts through greater control of language structures and increased understanding of the variability of language use. They use Spanish to communicate and interact; to access and exchange information; to express feelings and opinions; to participate in imaginative and creative experiences; and to create, interpret and analyse a wider range of texts and experiences. They use Spanish more fluently, with a greater degree of self-correction and repair. They reference the accuracy of their language use against a stronger frame of grammatical knowledge. They demonstrate understanding of language variation and change and of how intercultural experience, technology, media and globalisation influence communication.

#### Contexts of interaction

Learners interact with peers, teachers and other Spanish speakers in immediate and local contexts, and with wider communities and cultural resources via virtual and online environments. They may access additional experience with Spanish language and culture through community events such as film festivals, interschool events or cultural performances.

#### Texts and resources

Learners use texts designed for language learning such as textbooks, teacher-generated materials and online resources. Learning is enriched by exposure to a range of authentic materials designed for or generated by young Spanish speakers in a variety of Spanish-speaking regions, such as video clips, magazine features, television programs or advertisements. Students take some responsibility for sourcing additional materials to support their own learning.

#### Features of Spanish language use

Learners use more complex language in oral and in written forms. They adjust tone, expression and intonation to shade meaning and to convey emotions. They expand their knowledge and control of grammatical elements such as verb tenses (*imperfecto*, *futuro simple*, *condicional*) and direct and indirect object pronouns. They use a range of cohesive devices to sequence and describe events in detail and to complete communicative tasks that involve planning and performance and collaborative and independent work. Their language production includes elements of interpreting, creating, evaluating and performing. They engage in critical analysis of texts such as advertisements and media reports, identifying how language choices reflect perspectives and cultural contexts.

Learners examine the processes involved in using a different language, recognising them as cognitive, cultural and personal as well as linguistic. They explore the reciprocal nature of intercultural communication: how moving between different languages and cultural systems impacts on ways of thinking and behaving; and how successful communication requires flexibility, awareness and openness to alternative ways. They develop the capacity to 'decentre' from normative ways of thinking and communicating, to consider themselves through the eyes of others, and to communicate in interculturally appropriate ways.

## Level of support

Support at this level of learning includes provision of rich and varied stimulus materials, continued scaffolding and modelling of language functions and communicative tasks, and explicit instruction and explanation of the grammatical system. Learners are provided with opportunities to discuss, clarify, practise and apply their knowledge. Critical and constructive teacher feedback combines with peer support and self-review to monitor and evaluate learning outcomes (for example, portfolios, peer review, digital journals).

## The role of English

Spanish is used in more extended and elaborated ways. English continues to be used for substantive discussion, explanation and analysis. This allows learners to talk in depth and detail about the experience of learning Spanish and about their thoughts on culture, identity and intercultural experience. English is the language of analysis and critique, supporting discussion of concepts such as 'stereotypes', 'difference', 'diversity' and 'values'. It allows for a degree of expressions and reflection that is beyond learners' communicative capabilities in Spanish.

## Spanish F–10 Sequence - Communicating

Years 9 and 10 content descriptions	Elaborations
<p><b>Socialising</b></p> <p>Discuss and compare young people's interests, behaviours and values across cultural contexts</p> <p>[Key concepts: social change, youth culture, communication, memory; Key processes: discussing, responding building connections]</p> <p><b>LIT, ICT, PSC, CCT, ICU, EU</b></p>	<ul style="list-style-type: none"><li>• exchanging emails and participating in online chats with peers in a Spanish-speaking context to share views about aspects of teenage life such as friends, responsibilities, interests, aspirations and topical issues</li><li>• interviewing class members to elicit opinions on personal experiences and significant events from their past, identifying common themes or reactions</li><li>• comparing responses to events or performances such as a concert or television program, using evaluative and expressive language to convey reactions such as excitement, appreciation or boredom, for example, <i>Me encantó esa canción, ¡Aprecio tus palabras! ¡Qué aburrido!</i> initiating and scaffolding conversation by introducing topics, inviting contributions, or asking for clarification, (for example, <i>No he entendido bien..... ¿Qué piensas? ¿Qué te parece si hablamos de.....?</i>)</li><li>• maintaining and extending conversation by following up on others' contributions, by elaborating on own comments and by extending the topic, for example, <i>Creo que tú tienes razón pero..... Me gustaría agregar que.....</i></li></ul>

Years 9 and 10 content descriptions	Elaborations
<p>Engage in shared activities such as planning and organising events contributing, ideas, opinions and suggestions and managing diverse views</p> <p>[Key concepts: perspectives, change; Key processes: planning, debating, persuading]</p> <p><b>LIT, PSC, CCT, ICT, EU, NUM</b></p>	<ul style="list-style-type: none"> <li>participating in collaborative projects such as a segment for a young people’s community radio or television program, sharing responsibility for different elements such as news items or sports reports, using appropriate terms to introduce and summarise, (for example, <i>Estamos transmitiendo en directo desde .... Esta edición nocturna se trata de... Ahora pasamos a las noticias del día...</i>)</li> <li>negotiating arrangements, weighing up alternatives and reaching shared decisions in relation to planned events or activities, (for example, <i>Entonces nosotros haremos el afiche y ustedes lo distribuyen</i>).</li> <li>planning a demonstration or performance for family or peers to showcase what they know and can do in Spanish, making decisions about different elements and planning explanations of linguistic or cultural features of Spanish language use</li> <li>participating in real and simulated transactions such as exchanging and ordering popular consumer items such as CDs, video games or second-hand books</li> <li>organising real or simulated online forums to raise awareness of environmental, social or ethical issues such as prejudice, social justice or human rights, taking account of possible diversity of values and views</li> </ul>
<p>Engage in class discussions and debates, justifying opinions, evaluating perspectives and reflecting on own language learning</p> <p>[Key concepts: perspectives, standpoint, representation; Key processes: debating, persuading, justifying, explaining]</p> <p><b>LIT, PSC, CCT</b></p>	<ul style="list-style-type: none"> <li>interacting in class discussion and debate by taking turns, expressing agreement/disagreement, providing encouragement, confirmation or critique, (for example, <i>estoy de acuerdo contigo..... No comparto esa opinion.... Es mi turno ahora</i>)</li> <li>initiating and sustaining discussion by acknowledging different viewpoints, (<i>Tienes otro punto de vista, Ese aspecto lo veo de la siguiente manera....</i> ), by asking for repetition or clarification (<i>¿Qué quieres decir....?</i>) or by inviting further elaboration, <i>¿cómo? Eso quiere decir que....</i>)</li> <li>using argument and expressive or persuasive language to discuss topical issues such as <i>La sostenibilidad, Los derechos humanos</i> (for example, <i>como sabemos ... es evidente que ... nadie puede negar ...</i>)</li> <li>using metalanguage to discuss language and language learning and to engage in peer and self-reflection, (for example, <i>Cuando hablo español tiendo a mover las manos más..... Me gusta hablar español porque siento que he empezado a entender algunos aspectos culturales del mundo hispanohablante</i>)</li> </ul>

Years 9 and 10 content descriptions	Elaborations
<p><b>Informing</b></p> <p>Analyse, synthesise and evaluate ideas and information from multiple sources on a range of local and global issues</p> <p>[Key concepts: environment, standpoint, representation; Key processes: analysing, synthesising, evaluating perspectives]</p> <p><b>LIT, PSC, CCT, ICU, ICT</b></p>	<ul style="list-style-type: none"> <li>gathering information from a range of print and digital sources on topics such as <i>ecoturismo</i> or <i>machismo</i>, identifying, evaluating and reporting on perspectives reflected in different texts</li> <li>distinguishing between fact and opinion in texts such as articles and reports, using critical literacy skills to recognise bias, for example, identifying the author, audience and purpose of the text</li> <li>comparing and evaluating a range of perspectives on topics such as health, music, sport and religion as presented in different media texts, considering why people may have different perspectives</li> <li>presenting commentaries collected from print, digital and personal sources of information on issues of interest to themselves and other young people (for example, <i>El impacto de los medios sociales en la vida cotidiana</i>, <i>El vestuario y su identidad</i>, <i>La influencia de la música en los jóvenes</i>), classifying issues according to viewpoints and perspectives</li> <li>researching cultural characteristics of a specific group of Spanish speakers to inform a course of action such as providing a Spanish-speaking exchange student with a suitable placement, a group of Spanish visitors with a suitable menu, or deciding on an appropriate time of year to visit a particular Spanish-speaking country or region</li> <li>presenting a critical analysis and comparison of published accounts of an event such as a sports match, a concert or a street party, identifying varying viewpoints</li> </ul>
<p>Convey information on a range of issues using different modes of presentation to suit different audiences</p> <p>[Key concepts: perspective, society, environment; Key processes: constructing, reporting, persuading]</p> <p><b>LIT, PSC, CCT, ICT, ICU, EU, NUM</b></p>	<ul style="list-style-type: none"> <li>researching and reporting on contemporary social, environmental or ethical issues as presented in differently sourced texts, using a range of presentation techniques (for example, Venn diagrams, flow charts, digital displays)</li> <li>composing different types of social media texts such as blogs, advertisements, webpages, magazine articles or live or printed interviews to present views on particular issues, using appropriate protocols to acknowledge sources of reference and commentary (for example, by using reported speech, <i>Como dijo el Doctor Sanabria 'Hay que usar autos eléctricos'</i>)</li> </ul>

Years 9 and 10 content descriptions	Elaborations
<p><b>Creating</b></p> <p>Engage with and review creative texts and identify and explain cultural attitudes and key messages</p> <p>[Key concepts: relationship, perspective, values; Key processes: analysing, evaluating, reviewing]</p> <p><b>LIT, PSC, CCT, ICU, ICT</b></p>	<ul style="list-style-type: none"> <li>collaborating in critical and cultural readings of the imaginative content of texts such as blogs or song lyrics to explore Spanish-language forms of creative expression</li> <li>composing a review of a film or short story, identifying how the text uses language and textual features to convey emotions, perspectives, for example, <i>Este video no muestra la realidad de la posición de la mujer, Los personajes en este texto se sienten felices</i></li> <li>reading, viewing or listening to extracts from expressive contemporary texts such as poems, dance, street art or musical performances, identifying elements that reflect the culture or experience of Spanish speaking communities</li> <li>expressing responses to oral, written and digital texts such as short stories, poems, cartoons, films, raps and songs (for example, <i>es muy conmovedor, es preocupante, son melancólicas, es demasiado hermoso, es divertido, da risa</i>), identifying how mood is created and story lines developed</li> <li>analysing and evaluating lyrics of contemporary songs from the Spanish-speaking world, identifying key messages and evaluating expressive styles</li> </ul>
<p>Produce a variety of imaginative texts to express ideas, attitudes and values for a range of audiences</p> <p>[Key concepts: values, emotion, entertainment; Key processes: expressing, adapting, considering impact]</p> <p><b>LIT, ICT, CCT, PSC, EU</b></p>	<ul style="list-style-type: none"> <li>creating a poem or rap to perform to their peers that contains a message about an issue that is of importance to them</li> <li>creating various types of texts such as digital or print stories, songs, chants, or dialogues/ skits, building characters, themes, settings and/or plots likely to appeal to specific audiences (for example, young learners of Spanish or another new language and cultural system)</li> <li>composing and performing poems, songs, speeches or dialogues that reference significant celebrations or historical events in Australia or in the Spanish speaking world (for example, <i>El día internacional de la mujer, La Feria de Sevilla, National Sorry Day, Fiestas patrias, Festivales Folclóricos</i>)</li> <li>creating reflective and expressive texts such as poems, or blogs/wikis for own reference purposes to capture challenges, satisfactions and feelings about personal or social experiences and relationships</li> </ul>

Years 9 and 10 content descriptions	Elaborations
<p><b>Translating</b></p> <p>Translate both Spanish and English texts, discussing cultural and other dimensions of the process</p> <p>[Key processes: evaluating translating, comparing]</p> <p><b>LIT, CCT, ICU, ICT</b></p>	<ul style="list-style-type: none"> <li>translating short familiar texts such as advertisements, songs or film clips, comparing own translation with others', analysing and providing possible explanations for similarities and differences</li> <li>reflecting on the difficulty of achieving equivalence in translations of creative texts such as poems and songs, identifying words and phrases which require particular elaboration or explanation, (for example, <i>Es una tarde parda y fría de invierno...</i> Antonio Machado: '<i>Recuerdo infanti</i>)</li> <li>using, comparing and evaluating electronic and online translators such as <i>El traductor del país</i>, Google translate, Babel fish, <i>Reverso</i></li> <li>experimenting with translations of popular expressions or idioms in Spanish, noticing when this creates confusion, for example, <i>A lo hecho pecho</i>, <i>En todas partes se cuecen habas</i></li> </ul>
<p>Create bilingual texts that interpret aspects of Australian language and culture for Spanish-speaking audiences</p> <p>[Key concept: bilinguality; Key processes: adjusting, interpreting, reflecting]</p> <p><b>LIT, CCT, ICU, ICT</b></p>	<ul style="list-style-type: none"> <li>creating bilingual texts that present aspects of school life in Australia for Spanish-speaking students and parents (for example, a print leaflet or digital display around school excursions)</li> <li>considering how to maintain the integrity of original texts when translating, for example, explaining culture-specific concepts such as 'the bush' or 'being a Wally with water', and considering the use of register and idioms</li> <li>producing bilingual texts such as video clips with subtitles explaining Australian cultural practices, for example, bushwalking, New Year's Eve celebrations and the Melbourne Cup</li> <li>producing public texts such as signs and posters in both Spanish and English, commenting on the process of working in both languages</li> </ul>

Years 9 and 10 content descriptions	Elaborations
<p><b>Reflecting</b></p> <p>Participate in intercultural experiences, reflecting on own ways of communicating and considering how intercultural communication involves shared responsibility for meaning making</p> <p>[Key concepts: mutual understanding; Key processes: making connections, questioning assumptions, adapting, adjusting adjusting]</p> <p><b>LIT, PSC, CCT, ICU, ICT</b></p>	<ul style="list-style-type: none"> <li>• considering how learning and using Spanish offers different ways of interpreting the world and representing experience</li> <li>• reflecting on how meaning can be misinterpreted, for example by preparing a shared list of strategies to improve communication and intercultural skills</li> <li>• recognising differences in the nature and function of some elements of communication in Spanish compared to English (for example, enjoyment of debate, disagreement and argument as social rather than confrontational activities, or levels of directness in exchanges such as making requests using a direct imperative form)</li> <li>• keeping a record such as a journal, log or online posting of critical incidents and observations in the course of intercultural language learning (for example, breakdowns or breakthroughs in communication) considering why or how they occurred and were repaired</li> <li>• recording and sharing reflections on their experiences of learning Spanish and on different reactions to aspects of the language and culture, for example, <i>Tengo problemas pronunciando la doble r, es difícil para mí y se me olvida que la h no suena en español, Me gustaría poder hablar más rápidamente en español</i></li> </ul>
<p>Explore and compare cultural traditions in both the Spanish-speaking world and their own cultural contexts, considering how these influence identity</p> <p>[Key concepts: identity, culture worldview; Key processes: comparing, explaining]</p> <p><b>LIT, PSC, CCT, ICU, ICT</b></p>	<ul style="list-style-type: none"> <li>• reflecting on own cultural identity in terms of family background, community relationships and contact with languages, (including contact with Spanish) tracking changes over time</li> <li>• composing an online 'cultural ID profile' to exchange with Spanish-speaking peers, making decisions about what points of information will be of most interest</li> <li>• discussing whether or not they believe that the study of Spanish has influenced their own identity and explaining their opinions to others</li> </ul>

## Spanish F–10 Sequence – Understanding

Years 9 and 10 content descriptions	Elaborations
<p><b>Systems of language</b></p> <p>Recognise that pronunciation, intonation, rhythm and pace assist in fluency and in meaning making in spoken interactions</p> <p>[Key concepts: expression, fluency, accents; Key processes: discriminating, emphasising]</p> <p><b>LIT, CCT</b></p>	<ul style="list-style-type: none"> <li>• recognising the role of pronunciation, rhythm, word stress, tempo and tone of voice in effective communication, and applying this knowledge to own interactions</li> <li>• using challenging letter combinations in written and spoken Spanish such as <i>ll</i> in <i>ballena</i>, <i>r</i> in <i>pero</i>, <i>rr</i> in <i>perro</i>, <i>ae</i> sound in <i>aeropuerto</i>, <i>au</i> in <i>Augusto</i> and also soft <i>t</i> in <i>té</i>, <i>d</i> in <i>bondad</i> and <i>z</i> in <i>zorro</i> in Spain</li> <li>• noticing how tone can convey emotions and shade meaning, as in colloquial or formal language, for example, <i>¡Vamos ya! ¡Corre! ¡Tengo miedo del tigre! ¿Te gustaría ir al cine? ¡No te enojés!</i></li> <li>• applying knowledge of pronunciation, intonation, rhythm and pace to own use of spoken Spanish, for example in reading stories to younger children, in asking questions or expressing emotions such as surprise or sadness</li> </ul>
<p>Apply complex grammatical rules such as those relating to reflexive verbs, subjunctive and conditional moods, and use cohesive devices to link and extend ideas in own spoken and written texts</p> <p>[Key concepts: grammatical analysis, metalanguage; Key processes: analysing, manipulating]</p> <p><b>LIT, CCT</b></p>	<ul style="list-style-type: none"> <li>• using cohesive devices to sequence ideas, for example, <i>aunque</i>, <i>a pesar de</i>, <i>sin embargo</i></li> <li>• describing events across time (past, present and future), choosing appropriate tenses</li> <li>• developing metalanguage to extend discussion of grammatical features such as word order, tenses and subjunctive mood, and using terms such as ‘verbs’, ‘nouns’, ‘conditional’, ‘subjunctive’ and ‘simple past’</li> <li>• describing people and things using:             <ul style="list-style-type: none"> <li>○ comparatives and superlatives, for example, <i>Ella es la más inteligente de la clase</i>, <i>Este jardín es lindísimo</i>, <i>Este jugo es el peor de todos</i></li> <li>○ acronyms, for example, <i>MERCOSUR</i>, <i>EEUU</i>, <i>UE</i>, <i>ONU</i></li> <li>○ diminutives, for example, <i>gatito</i>, <i>mesita</i>, <i>negrito</i></li> </ul> </li> <li>• extending use of negative forms, for example, <i>no voy nunca</i>, <i>en ningún momento</i>, <i>no tengo nada</i>, <i>tú tampoco</i>, <i>no hay nadie</i> and of reflexive verbs <i>Gerardo se lava la cara</i>. (reflexive) <i>Gerardo lava su carro</i>. (non-reflexive)</li> <li>• persuading, encouraging and advising others by using imperative verb forms, for example, <i>vaya a la cancha</i>, <i>vamos al descanso</i>, <i>piénsalo bien</i>, <i>piénselo bien</i></li> <li>• using subjunctive mood to express doubt, uncertainty or emotion, for example, <i>dudo que vengas</i>, <i>siento que estés enferma</i>, <i>me alegra que hayas terminado tus estudios</i></li> <li>• expressing hypothetical events using conditional voice, for example <i>Sería interesante estudiar chino</i> or <i>Yo viajaría pero no tengo dinero</i></li> </ul>

Years 9 and 10 content descriptions	Elaborations
	<ul style="list-style-type: none"> <li>exploring how choices of words such as nouns and adjectives can indicate values and attitudes, for example, <i>Ese joven no sirve para nada / Es un joven valiente. Ellos son ilegales / Ellos son los refugiados</i></li> <li>using the passive form, for example <i>Se prohíbe fumar, Se venden casas</i></li> <li>using idiomatic language such as proverbs (for example, <i>Lo cortés no quita lo valiente, El hábito no hace al monje</i>) and idioms (for example, <i>me puse las botas, no pedir peras al olmo</i>)</li> </ul>
<p>Discuss the purpose and features of a range of texts such as informative, argumentative or persuasive texts, using appropriate metalanguage to identify and describe characteristics</p> <p>[Key concepts: textual features, stylistic devices, perspective; Key processes: analysing, correlating]</p> <p><b>LIT, ICT, CCT, ICU</b></p>	<ul style="list-style-type: none"> <li>analysing different types of texts, such as television drama or news bulletins, to demonstrate how language is used to create particular effects such as emotional impact or enjoyment</li> <li>noticing the different conventions that shape texts, for example, the use of descriptive language in travel brochures, emotive language in advertisements, argument in debates</li> <li>identifying textual conventions associated with types of texts in different cultural contexts, for example, the opening greeting in an email (<i>Querida amiga</i>), informal language in blogs, rhetorical language in political pamphlets</li> <li>creating sample texts for a resource bank, identifying key features and function that characterise particular types of texts such as voice mail, slogans, informative articles, short stories</li> <li>comparing spoken and written texts (for example, spoken and print advertisements, face-to-face conversations and emails) to understand how their mode shapes their structure and helps the text to achieve its purpose</li> </ul>

Years 9 and 10 content descriptions	Elaborations
<p><b>Language variation and change</b></p> <p>Analyse how language use in both spoken and written forms varies according to the geographical location and cultural profile of Spanish-speaking communities</p> <p>[Key concepts: variation, diversity; Key processes: analysing language, comparing, explaining]</p> <p><b>LIT, CCT, PSC, ICU</b></p>	<ul style="list-style-type: none"> <li>• comparing texts created for different audiences in different Spanish-speaking regions and countries, or for urban and rural communities, noticing how language reflects ideas, concerns and priorities of specific communities, for example, <i>Alturas de Machu Picchu</i> by Pablo Neruda. ....<i>labrador tejedor. pastor callado; domador de guanacos tultelares, albañil del andamio...</i></li> <li>• investigating varieties of language used by members of different Spanish-speaking communities and how they have changed over time</li> <li>• analysing and using language, body language and gestures in culturally appropriate ways specific to Spanish-speakers or speakers of Australian English in forms of expression such as idioms and song lyrics</li> <li>• observing that many Spanish-speakers are multilingual and regularly shift between languages to achieve different purposes and to draw on additional communicative resources</li> <li>• recognising that language is used differently to achieve different purposes (for example, the use of contractions, emoticons and acronyms in text messages for the purpose of speed and economy; the use of slang, specialised or inclusive language to establish shared interest or identity)</li> </ul>
<p>Understand and analyse the power of language to influence people, actions, values and beliefs</p> <p>[Key concepts: power, influence; Key processes: reflecting, connecting, critical analysis]</p> <p><b>LIT, CCT, ICT, ICU, EU</b></p>	<ul style="list-style-type: none"> <li>• examining language used in texts such as protest songs, posters and graffiti to identify ways in which language is used for social influence and commentary, for example, <i>Todo todo cambia... ¡No malgaste el agua!</i> .</li> <li>• analysing examples of language used for social commentary or to influence actions or beliefs, for example, emotive language and images in reports on cruelty to children or to animals (<i>la violencia, la negligencia, la intimidación, el abuso, el acoso</i>) examining how specialised language can create barriers for some members of a language community, (for example, legal or medical terms, arts-related expressions or bureaucratic language)</li> <li>• understanding how language variation can reflect cultural and social identity, inclusion or exclusion, for example (<i>los refugiados /los ilegales</i>) inclusive language of political speeches (<i>los ciudadanos y ciudadanas ....</i>) or inclusion and exclusion through the use of <i>jergas</i> (<i>currar, laburar, estar al loro, ir de marcha, mala onda, tipo, chavo, pibe</i> )</li> <li>• recognising the purpose of particular texts to impact emotionally on others such as by influencing opinions and reactions, for example, in persuasive texts such as advertisements or reviews of a film, concert or fashion</li> </ul>

Years 9 and 10 content descriptions	Elaborations
<p>Investigate the variety of languages used in different communities in the Spanish-speaking world, for example Mapudungun, Basque/Euskera and Nahuatl</p> <p>[Key concepts: diversity, status, recognition; Key processes: researching, analysing, discussing]</p> <p><b>LIT, CCT, ICU</b></p>	<ul style="list-style-type: none"> <li>recognising that in many Spanish-speaking countries other languages are co-official with Spanish (for example, Guaraní in Paraguay, Catalan Galician and Basque/Euskera in Spain and Quiché in Guatemala) and investigating the history and issues surrounding such relationships between languages</li> <li>investigating the status and function of indigenous languages in Spanish-speaking countries, considering issues such as language rights, language death, revival and reclamation efforts, drawing comparisons with Aboriginal languages and Torres Strait Islander languages in Australia</li> <li>considering how moving between standard/national languages and regional or local language varieties/dialects reflects personal, social and political histories (for example, using Catalan or Basque)</li> <li>considering the development of Spanglish in communities of Spanish speakers and developing awareness of current debates and discussions around such hybrid forms of languages</li> <li>exploring the influence of Latin American popular culture in the U.S.A. and the world (for example, cinema, music and tv channels, <i>telenovelas</i>, sport)</li> </ul>
<p><b><i>Role of language and culture</i></b></p> <p>Understand and describe ways in which language and culture are interrelated and influence each other</p> <p>[Key culture, language, meaning, interdependence; Key processes: discussing, reflecting, comparing]</p> <p><b>LIT, CCT, PSC, EU, ICU</b></p>	<ul style="list-style-type: none"> <li>participating in guided discussion and reflection on the nature and role of 'culture' and its relationship with language, noting any shifts in own attitudes, values or understandings about culture, identity and diversity as a consequence of learning and using Spanish</li> <li>developing language for thinking and talking about cultural representation and expression (for example, perspectives, values, images, stereotypes, inclusions, exclusions)</li> <li>examining how a concept such as humour is conveyed in Spanish in ways that reflect lifestyles, values or traditions, and discussing how this may be perceived by non-native Spanish speakers</li> <li>exploring language and communicative behaviours associated with particular Spanish-speaking regions or geographic locations to understand how factors such as geography, climate and economic situation shape language practicesdeveloping awareness that the linguistic diversity of Indonesia reflects cultural diversity, and comparing this to linguistic and cultural diversity in Australia, including Aboriginal languages and Torres Strait Islander languages, Asian languages and world languages</li> </ul>

## Years 9 and 10 Achievement Standard

By the end of Year 10, students use written and spoken Spanish to initiate and sustain interactions with teachers, peers and others in a range of settings and for a range of purposes. They use language spontaneously to offer opinions on social issues and discuss young people's interests, behaviours and values across cultural contexts. They justify opinions (*No creo que sea la mejor manera de resolver....., Estoy en contra de esa idea porque...*), evaluate perspectives and reflect on their own language learning. They collaboratively plan and organise events and manage diverse views by using the subjunctive mood to express emotion, doubt and negative commands (*Siento que no puedas ir a La Habana, Es posible que compre un reproductor MP3, No pienso que sea ... Siento que estés enfermo ... ¡No grites tanto!*), the imperative mood (*Hazlo bien, Toma el jugo/zumo, Escríbeme, Llámala ...*) for commands and passive voice when appropriate (*se cometieron errores*). Students locate, analyse, synthesise and evaluate ideas and information on local and global issues from a range of perspectives and sources. They present information using different modes of presentation to suit different audiences and to achieve different purposes. They select appropriate nouns and adjectives to describe values and attitudes identified in different imaginative texts (*Ese joven no sirve para nada / Es un joven valiente, Ellos son ilegales / Ellos son los refugiados*). They produce a variety of imaginative texts, such as stories that reflect ideas, attitudes or values associated with Spanish-speaking communities, applying knowledge of the imperfect (*Cuando era joven vivíamos en Bogotá, Vivía en Granada cuando Pedro se graduó*), and conditional tenses (*Valdría la pena ver los murales de Diego Rivera*). They use grammatical elements such as reflexive verbs (*acostarse, cepillarse*), and relative pronouns (*el amigo que visitamos*), and cohesive devices (*sin embargo, por eso, pero*) to link and extend ideas and time markers (for example, *al día siguiente, después de..., más tarde...*) for sequencing. When translating Spanish, students identify cultural perspectives and explain how they have been represented. They create texts in Spanish that reflect aspects of language and culture for English-speaking and Spanish-speaking audiences. They contribute to mutual understanding when participating in intercultural experiences and explain how family and cultural traditions shape people's sense of identity.

Students analyse the influence of language on peoples' actions, values and beliefs, such as the capacity to include and exclude. They identify connections between the variety of other languages used in different communities in the Spanish-speaking world and explain some of the variations in Spanish, such as the pronunciation of the letters *s*, *c*, and *z*, and different ways of pronouncing *y* and *ll*. Students use appropriate metalanguage to explain grammatical features such as word order, tenses and subjunctive mood and the purpose and features of different texts, such as informative and persuasive texts. They explain ways in which language and culture are interrelated and influence each other.

## Australian Curriculum: Languages – Spanish – Foundation to Year 10 Sequence

### Scope and Sequence

Communicating							
Using language for communicative purposes in interpreting, creating and exchanging meaning							
Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
<b>Socialising</b>	Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action.	Socialising and interacting	Interact with teacher and peers to introduce self, greet and farewell others and describe friends, family and favourite things	Interact with teacher and peers to exchange information about aspects of personal world such as school, home and everyday routines	Interact using descriptive and expressive language to share interests, special celebrations and leisure activities and to express feelings, state preferences and give opinions	Participate in a range of spoken and written interactions, for example, exchanging views and experiences, apologising, thanking, inviting or congratulating	Discuss and compare young people's interests, behaviours and values across cultural contexts
		Taking action	Participate in guided group activities and simple transactions such as games, performances, songs and rhymes, using modelled repetitive language	Participate in collaborative tasks and experiences such as creating and presenting a display or performance and following procedures and instructions	Collaborate with peers to plan and conduct different elements of shared tasks, transactions or activities	Engage in collaborative tasks, activities and experiences which involve negotiation, making arrangements, problem-solving and shared transactions.	Engage in shared activities such as planning and organising events contributing, ideas, opinions and suggestions and managing diverse views
		Building the language of classroom interaction	Recognise and respond to classroom interactions such as opening and closing of lessons, transition activities, answering simple questions and following classroom instructions	Participate in everyday classroom exchanges such as responding to simple questions, asking permission, requesting help, asking how to say or write something, asking for repetition or complimenting others	Interact in class activities and routines, for example by asking and responding to questions, asking for clarification or making suggestions	Engage in class activities and discussions through asking and responding to open-ended questions, expressing and rejecting points of view	Engage in class discussions and debates, justifying opinions, evaluating perspectives and reflecting on own language learning

Communicating							
Using language for communicative purposes in interpreting, creating and exchanging meaning							
Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
Informing	Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge.	Obtaining and using information	Locate specific words and expressions in simple texts such as charts, lists, songs, rhymes and stories, and use information to complete guided oral and written tasks	Gather and share information from peers and from texts relating to areas such as home, school, routines, responsibilities and interests	Listen to, view and read texts in order to compare and contrast aspects of life in Spanish-speaking and Australian communities	Analyse and summarise key ideas and information from a variety of texts on a range of topics	Analyse, synthesise and evaluate ideas and information from multiple sources on a range of local and global issues
		Conveying and presenting information	Present factual information about self, family, friends and everyday objects using simple statements and support materials	Present information about personal or shared interests or experiences, using simple descriptive language and supporting resources such as tables, lists and images	Present information about aspects of language and culture in the Spanish-speaking world for specific audiences, using diagrams, charts, timelines and guided reports	Organise and present information and ideas on different topics, issues or events, comparing perspectives and experiences	Convey information on a range of issues using different modes of presentation to suit different audiences
Creating	Engaging with imaginative experience by participating in responding to and creating a range of texts, such as stories, songs, drama and music	Participating in and responding to imaginative experience	Participate in and respond through mime, drawing and dance to shared reading, listening or viewing of short imaginative texts	Listen to, read and view stories, children's television programs and songs and make simple statements about characters, themes and reactions	Share and compare understandings and opinions about ideas encountered in imaginative Spanish language texts such as works of art, fables, performances and television programs	Respond to a variety of imaginative texts by expressing opinions and comparing the ways in which people, places and experiences are represented	Engage with and review creative texts and identify and explain cultural attitudes and key messages.

Communicating							
Using language for communicative purposes in interpreting, creating and exchanging meaning							
Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
		Creating and expressing imaginative experience	Create and perform simple imaginative texts that involve repetitive language, experimenting with sound patterns, rhymes and non-verbal forms of expression	Create short imaginative texts such as dialogues and stories using modelled language	Produce a variety of texts such as scripted performances, raps and digital stories using imaginary characters, places, ideas and events	Create texts about imagined characters, contexts and experiences in order to engage and entertain others	Produce a variety of imaginative texts to express ideas, attitudes and values for a range of audiences
Translating	Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others	Translating and explaining	Translate frequently used words and simple phrases using visual cues and resources such as word lists.	Compare and explain examples of simple texts or expressions in both Spanish and English such as street signs, advertisements, sayings and greetings	Translate simple texts that provide comparisons between cultural aspects of meaning-making in Spanish and English and note how language may not always be directly translated	Translate and interpret a range of texts, comparing each other's versions and discussing reasons for any variations	Translate both Spanish and English texts, discussing cultural and other dimensions of the process
		Creating bilingual texts	Create simple print or digital texts which use both Spanish and English, such as labels, captions, wall charts and picture dictionaries	Create bilingual texts such as action games, songs, stories or photo captions, identifying and discussing aspects of culture represented in the texts	Create own bilingual texts and learning resources, such as displays, posters, wordbanks, and glossaries for the classroom/school environment	Produce short bilingual texts such as digital stories, comics and blogs, discussing how language reflects culture	Create bilingual texts that interpret aspects of Australian language and culture for Spanish-speaking audiences

Communicating							
Using language for communicative purposes in interpreting, creating and exchanging meaning							
Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
Reflecting	Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity.	Reflecting on intercultural experience	Recognise what may look or feel similar or different to own language and culture in songs, stories, rhymes and pictures in the Spanish language	Interact in Spanish using simple phrases and expressions, recognising how language reflects cultural practices	Compare ways of communicating in particular Australian and Spanish-speaking contexts	Reflect on intercultural communication, commenting on perceived similarities and differences in language used and on aspects of culture	Participate in intercultural experiences, reflecting on own ways of communicating and considering how intercultural communication involves shared responsibility for meaning making
		Identity in intercultural communication	Recognise themselves as belonging to groups, for example, 'my friends', 'my class', 'my school', 'my family' and 'my community'	Explore own sense of identity, for example, by discussing membership of groups such as a club, a country or a language-speaking community, and how these elements of identity are reflected in language use	Discuss how it feels to speak and interact in a different language, what they understand by 'identity' and whether learning Spanish has any effect on their sense of self	Identify significant people, places, events and influences in their own and others' lives and explain why they are important to their sense of identity.	Explore and compare cultural traditions in both the Spanish-speaking world and their own cultural contexts, considering how these influence identity

## Understanding

Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.

Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
<b>Systems of language</b>	Understanding the language system, including sound, writing, grammar and text.	Sound and writing systems	Recognise and reproduce the sounds and rhythms of simple spoken Spanish, noticing how they are produced and how they are represented in words	Experiment with spelling rules and Spanish pronunciation and intonation, including patterns associated with questions and statements	Attend to the pronunciation of sounds and intonation patterns used in social interactions and apply writing conventions such as question/exclamation marks	Develop more consistent control of the rhythms and intonation of spoken Spanish and of the features of the writing system	Recognise that pronunciation, intonation, rhythm and pace assist in fluency and in meaning making in spoken interactions
		Grammatical system and vocabulary	Notice and apply grammatical rules such as those relating to gender, simple verb forms and definite articles when describing people, places, things and relationships	Notice and apply elements of Spanish grammar such as gender, singular/plural forms, adjectives, adverbs, verb forms, pronouns and prepositions in simple spoken and written texts	Understand and use grammatical elements such as tenses, additional pronouns, prepositions, adverbs and adjective agreements to construct simple texts for different purposes	Understand and control grammatical structures such as different forms of the past tense, regular and irregular verbs, interrogative and imperative moods and conjunctions in a range of familiar types of text	Apply complex grammatical rules such as those relating to reflexive verbs, subjunctive and conditional moods, and use cohesive devices to link and extend ideas in own spoken and written texts

Understanding							
Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.							
Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
		Text structure and organisation	Understand that language is organised as 'text' and recognise features of familiar texts such as charts, labels, rhymes and stories	Recognise that texts such as stories, emails and dialogues have particular characteristic features, noticing similarities and differences between some Spanish and English versions	Identify how different Spanish texts such as comics, cartoons, magazines or emails use language in ways which create different effects	Analyse the structure and organisation of a range of texts, particularly those related to social and informational media, for example, blogs, advertisements and text messages	Discuss the purpose and features of a range of texts such as informative, argumentative or persuasive texts, using appropriate metalanguage to identify and describe characteristics
Language variation and change	Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place	The variation of language in use	Recognise that in Spanish different words and language forms are used to address and greet people according to relationship, setting and time of the day	Understand that language use varies according to the age and relationship of participants	Recognise that language use varies according to the contexts of situation and culture	Examine how elements of communication including gestures, facial expressions or use of silence vary according to context, situation and relationships across languages and cultures	Analyse how language use in both spoken and written forms varies according to the geographical location and cultural profile of Spanish-speaking communities
		The dynamic nature of language	Understand that the English and Spanish languages borrow words from each other	Recognise that languages change with use over time and according to context	Understand that the Spanish language constantly changes due to contact with other languages and to the impact of new technologies	Understand the dynamic nature of languages	Understand and analyse the power of language to influence people, actions, values and beliefs

Understanding							
Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.							
Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
		Communicating in the diversity of the Spanish-speaking world	Recognise that Spanish is one of many languages spoken around the world and in Australia	Identify the variety of languages represented in the school, local community and general Australian population	Recognise that the Spanish language has different forms, roles and functions in different contexts and communities	Investigate the nature and extent of Spanish language use in both Australian and global contexts	Investigate the variety of languages used in different communities in the Spanish-speaking world, for example Mapudungun, Basque/Euskera and Nahuatl
<b>Role of language and culture</b>	Analysing and understanding the role of language and culture in the exchange of meaning.	The relationship between language and culture	Notice some differences and similarities in cultural practices between Spanish speakers and Australian English-speakers	Discuss examples of ways in which the cultures of Spanish speakers influence everyday interactions such as expressions of respect and affection	Reflect on own language use at home, at school and in the community, considering how this may be interpreted by young Spanish speakers	Reflect on how cultural values and ideas are embedded in language and influence intercultural interactions and experiences	Understand and describe ways in which language and culture are interrelated and influence each other

# AUSTRALIAN CURRICULUM: LANGUAGES

## SPANISH YEARS 7 TO 10 (YEAR 7 ENTRY) SEQUENCE

---

### Spanish Years 7 to 10 (Year 7 Entry) Sequence Curriculum

#### Years 7 and 8

##### Band description

##### The nature of the learners

Students are beginning their study of Spanish and typically have had little prior exposure to the language and associated cultures of the Spanish-speaking world. Many will have learnt an additional language in primary school, some have proficiency in different home languages and bring existing language learning strategies and intercultural awareness to the new experience of learning Spanish. Students' textual knowledge developed through English literacy learning supports the development of literacy in Spanish. Skills in analysing, comparing and reflecting on language and culture in both languages are mutually supportive. Students may need encouragement to take risks in learning a new language at this stage of social development and to consider issues of how the experience impacts on their sense of 'norms' associated with their first language and culture.

##### Spanish language learning and use

Learners are encouraged to listen to, read and write Spanish in a range of interactions with the teacher and each other. They experiment with sounds, intonation patterns and body language, using high-frequency vocabulary and expressions, gradually broadening their range of language functions. They use modelled and rehearsed language in familiar contexts and begin to use the language learnt to express their own personal meaning. They work collaboratively and independently in Spanish, exploring a variety of simple texts including songs/raps, emails, advertisements and online exchanges, with particular reference to their current social, cultural and communicative interests. In small groups they share language knowledge and resources to plan, problem-solve, monitor and reflect. They read, view and listen to texts, and apply modelled language to create and present their own texts, (for example, shared stories, poems, advertisements and journal entries). They begin to use vocabulary and grammar accurately, drafting and editing texts to improve structure and clarify meaning. They develop grammatical knowledge and language awareness through analysing texts, comparing languages, and applying their knowledge in language exercises and tasks.

Learners use a range of processes such as observing, comparing and reflecting on language use to identify how cultural values and perspectives are embedded in language, and how language choices determine how people, issues and circumstances are represented. They reflect on intercultural perspectives and their experience of interactions, and make cross-curricular connections. They consider fundamental concepts associated with the Spanish-speaking world, such as diversity of peoples, cultures, geography and languages. They explore aspects of environment, lifestyle and practices across cultures and make comparisons with their own.. They develop a metalanguage for discussing language and culture, and monitor and reflect on their language and culture learning through discussions, journalling or contributions to a shared digital space.

## **Contexts of interaction**

Opportunities for interaction in Spanish are provided through working with the teacher and peers in class and through using a range of resources and materials. There may also be some interaction beyond the classroom with members of Spanish-speaking communities. Spanish is used by the teacher and learners in classroom routines, structured interaction and learning tasks.

## **Texts and resources**

Learners work with a range of resources designed for language learning, such as textbooks, audio recordings, teacher-generated materials and online resources. They read, view and interact with a variety of spoken, written and digital texts created for different purposes (social, informational, transactional, imaginative and expressive). Authentic texts such as media texts, recipes and recorded conversations provide opportunities for discussion and analysis of the relationship between language, communication and culture.

## **Features of Spanish language use**

Learners become familiar with the sounds of Spanish, including pronunciation, rhythm, pitch and stress. They recognise similarities with many English words, noting differences in pronunciation and spelling. They understand and apply elements of Spanish grammar such as word order, simple verb forms including common reflexive verbs, gender and number agreement of articles, nouns and adjectives, pronouns and prepositions. Students understand that language is organised as text, and that texts use different structures and language features to achieve different purposes. Students observe the patterns of word formation noticing the role played by prefixes and suffixes. They create their own texts, mainly using the present tense of regular and common irregular verbs, enriched by the use of adjectives (including possessive and demonstrative) and adverbs. They understand that language use reflects and shapes values and attitudes, and explore how language choices determine how people, events or circumstances are represented.

## **Level of support**

Learning at this level is supported by rich and varied language input and the provision of experiences that are challenging but achievable. Opportunities to review and consolidate learning are balanced against provision of engaging and relevant new experiences and connections. Learners rely on teacher talk, instruction, modelling, feedback, and structured opportunities for practising and understanding new language. They are supported to develop increasing autonomy as language learners and users, and to self-monitor and adjust language in response to experience in different contexts. Support resources include word lists/dictionaries, visual organisers, images and gestures. Learners may collaborate with peers in structured pair and group tasks that have clear roles and expectations.

## **The role of English**

English serves two main functions in the Spanish class: it represents a point of reference for Spanish learning by enabling students to compare structures, features and cultural meanings in both languages; and it is used when appropriate for explanation, reflection and discussion.

## Spanish Years 7–10 (Year 7 Entry) Sequence – Communicating

Years 7 and 8 content descriptions	Elaborations
<p><b>Socialising</b></p> <p>Interact with teacher and peers to exchange information about self, family, friends, leisure activities, and to express feelings, likes and dislikes</p> <p>[Key concepts: friendship, family, home, leisure; Key processes: interacting, exchanging, describing]</p> <p><b>LIT, CCT, PSC, ICU, ICT</b></p>	<ul style="list-style-type: none"> <li>• exchanging greetings with others using appropriate formal or familiar language (for example, <i>¡Buenos días, clase!</i>, <i>¡Buenas tardes señor Rodríguez, ¿cómo está usted?!</i>, <i>¡Buenas noches señoras y señores!</i>, <i>Hola ¿qué tal Pedro?</i> <i>Adiós señora, que le vaya bien</i>, <i>¡hasta luego amigos!</i>)</li> <li>• describing routines, events and leisure activities using language associated with time, frequency and location (for example, <i>Todos los días me levanto a las 7. Los fines de semana voy a la playa con mi familia. Mi fiesta de cumpleaños es el domingo</i>)</li> <li>• using present tense high-frequency verbs such as <i>ser</i>, <i>estar</i>, <i>tener</i>, <i>llamarse</i>, <i>vivir</i> to introduce self and others and to describe and share aspects of personal worlds (for example, <i>Me llamo David y vivo con mi padre. Mi amigo es divertido, vive en un apartamento elegante, mi hermana tiene 24 años y está casada</i>)</li> <li>• recounting significant or special events and comparing these to similar events for Spanish-speaking teenagers (for example, <i>cumpleaños, vacaciones, celebraciones especiales, eventos deportivos</i>)</li> <li>• expressing likes, dislikes, preferences and feelings (for example, <i>Me gusta jugar con el ordenador. No me gusta la sopa. Me encanta la música. Mi deporte favorito es la natación, Estoy estresada....., estoy contenta....., estoy cansado ....., estoy aburrido ....</i>)</li> </ul>

Years 7 and 8 content descriptions	Elaborations
<p>Participate in collaborative activities and events that involve planning, making arrangements, transacting and negotiating</p> <p>[Key concepts: negotiation, transaction, rules; Key processes: planning, negotiating, giving and following instructions]</p> <p><b>LIT, CCT, PSC, ICT, NUM, ICU</b></p>	<ul style="list-style-type: none"> <li>working together to produce class reference materials such as wall charts or data bases to display key vocabulary and language structures used regularly in the Spanish classroom</li> <li>participating in class activities such as word, board or electronic games (for example, <i>Lotería, El ahorcado, El laberinto</i>), using language associated with negotiation and directions (for example, <i>es tu turno, me toca a mí, tira los dados</i>)</li> <li>participating in imagined scenarios such as being lost, asking for/ giving directions or providing assistance, asking for and providing information (for example, <i>¿Dónde está la oficina de correos? A dos cuadras a la derecha. Necesito un mapa de la ciudad, ¿Dónde los venden?</i>)</li> <li>participating in planning events such as birthday parties or excursions that involve negotiating time, place, activities and participants (for example, <i>¿Quieres ir de compras al mercado? ¿A qué hora sale el tren?</i>)</li> <li>creating displays, presentations or performances for family, friends or school community to showcase their learning of Spanish</li> <li>responding to invitations by accepting, declining or offering apologies, adjusting language to suit formal and informal contexts (for example, <i>No, gracias, Gracias por tu invitación pero no puedo ir, Sí claro, con mucho gusto</i>) participating in real or imagined transactions such as purchasing food or tickets for an event (for example, <i>¿cuánto cuesta? ¡qué caro! ¿tiene descuento? ¿acepta tarjeta de crédito? ¿cuánto me da por esto?</i>)</li> </ul>
<p>Participate in classroom routines and interactions by following instructions, asking and answering questions and expressing opinions</p> <p>[Key concepts: roles, routines; Key processes: questioning, interacting]</p> <p><b>LIT, CCT, PSC</b></p>	<ul style="list-style-type: none"> <li>responding appropriately to instructions or requests (for example, <i>Haz click sobre la imagen del monumento. Escoge la palabra correcta</i>)</li> <li>asking for help, information or permission (for example, <i>¿Me puede ayudar...?, ¿Cómo se dice..... en español? ¿Puedo ir a beber agua? ¿Salimos al recreo ya? perdón, lo siento, gracias, ¿puede/s repetir? ¿Puedo ir al baño? ¿cómo se escribe...?, no entiendo</i>)</li> <li>expressing opinions using reflective language as set phrases (for example, <i>Creo que....¡Qué sorpresa!, De acuerdo / no estoy de acuerdo, Prefiero ...</i>) and inviting others to give opinions or suggestions (for example, <i>(¿Estás de acuerdo? ¿Qué piensas? yo sí / yo no</i>)</li> <li>negotiating and displaying a set of agreed class rules (for example, <i>en clase hablamos español casi siempre, levanta la mano para pedir la palabra, respeta a los compañeros</i>)</li> </ul>

Years 7 and 8 content descriptions	Elaborations
<p><b>Informing</b></p> <p>Obtain factual information from a range of spoken, written and digital texts, identifying key points and using the information in new ways</p> <p>[Key concepts: diversity, concepts from other learning areas; Key processes: locating, comprehending, classifying]</p> <p><b>LIT, ICT, CCT, PSC, ICU, NUM</b></p>	<ul style="list-style-type: none"> <li>listening for key points of information in short spoken or recorded texts such as phone messages, announcements or TV advertisements, and transposing them to note form for own reference or to communicate to others</li> <li>identifying details and points of information in texts such as sports commentaries, weather information or news-flash items and using them to create own messages or announcements (for example, cancelling an event due to a bad weather forecast; announcing sports results)</li> <li>locating, classifying and summarising data collected from sources such as class surveys, notices, timetables and video clips, presenting findings in suitable formats for different audiences (for example, oral summaries, posters, wall charts, concept maps or timelines)</li> <li>reading and viewing texts such as brochures, web posts and video blogs to collect and classify information about people, places, or events in the Spanish speaking world, using different modes of presentation (for example, a timeline to show the sequence of activities or itineraries, a captioned photo display to create visual effect)</li> </ul>
<p>Present information on selected topics in spoken, written and digital forms</p> <p>[Key concepts: community, traditions, environment; Key processes: describing, informing, presenting]</p> <p><b>LIT, ICT, CCT, PSC, ICU</b></p>	<ul style="list-style-type: none"> <li>producing informational texts for specific audiences that combine print, digital or visual elements (for example, a brochure about their school or community for visiting students, a virtual tour of the neighbourhood, a report on a favourite band or music event)</li> <li>presenting information orally and in written/digital forms on significant events in their personal worlds, such as family celebrations or travel, school excursions or competitions</li> <li>creating resources such as posters, pamphlets or displays to present commentary and compare perspectives and experiences on topics associated with lifestyles, events or causes (for example, <i>Un día sin coches en la ciudad</i>, <i>Una hora para salvar el planeta</i>. <i>Campaña para limpiar los ríos</i>)</li> <li>using different modes of presentation to profile significant events, people or places related to the cultures or histories of different communities of Spanish speakers</li> </ul>
<p><b>Creating</b></p> <p>Engage with imaginative and creative texts such as narratives, poems, songs, films or comics, comparing favourite elements and discussing characters, events and ideas</p> <p>[Key concepts: imagination, character, expression; Key processes: participating, responding, recounting]</p> <p><b>LIT, CCT, PSC, ICU, EU, ICT</b></p>	<ul style="list-style-type: none"> <li>interacting with print, oral and digital texts such as stories, poems, songs, art works or video clips, using modelled and scaffolded language to express reactions and opinions (for example <i>¡Qué triste!</i> <i>¡Qué divertido!</i> <i>¡Qué aburrido!</i> <i>¡Qué guay!</i>, <i>Me gusta .... / no me gusta, creo que es ...</i>)</li> <li>identifying and describing characters and events in a movie, story or comic by responding to structured questions such as, Manolito Gafotas: <i>¿cómo se llama el chico de verdad?</i>; <i>¿por qué tiene ese mote?</i>; <i>¿cuántos años tiene?</i>; <i>¿cómo es su familia?</i>; <i>¿quiénes son sus amigos?</i></li> <li>listening to and reading traditional texts such as <i>leyendas</i>, <i>fábulas</i>, <i>rimas y refranes</i>, identifying key messages, beliefs and values and comparing aspects that may be similar or different across cultures</li> </ul>

Years 7 and 8 content descriptions	Elaborations
<p>Create short imaginative texts such as cartoons, raps and stories to communicate own ideas, experiences and emotions</p> <p>[Key concepts: performance, emotion, expression, imagination; Key processes: creating, expressing, connecting, imagining]</p> <p><b>LIT, CCT, PSC, ICT</b></p>	<ul style="list-style-type: none"> <li>• creating imaginary characters, situations or events in forms designed to entertain others, (for example, a video clip, digital photo-story, comic strip, or Big Book for younger students) reinterpreting and performing stories and songs that feature repetitive language and familiar contexts or characters, for example by changing the sequence or creating alternative endings</li> <li>• composing and performing a skit based on an imagined scenario that involves elements such as comedy, emotion or surprise</li> </ul>
<p><b>Translating</b></p> <p>Translate and compare simple texts such as public signs, menus and advertisements in Spanish and English, noticing that it is not always possible to translate word for word</p> <p>[Key concepts: equivalence, meaning; Key processes: translating, interpreting, comparing]</p> <p><b>LIT, CCT, ICU, ICT</b></p>	<ul style="list-style-type: none"> <li>• translating short texts such as public signs or community notices from Spanish to English and vice versa, identifying problems encountered and comparing similarities and differences in how the messages are formed (for example, the Spanish use of infinitive forms in signs compared to the English use of imperatives)</li> <li>• using print and electronic dictionaries to assist in the translation of simple texts, noticing that single words can have different meanings (for example, cricket -sport or insect), or the six possible translations of 'you' in Spanish: <i>tú, usted, ustedes, vosotros, vosotras, vos</i>)</li> <li>• collecting examples of 'false friends' encountered when translating between English and Spanish (for example, <i>carpeta</i> -'folder', <i>contestar</i> - 'answer', <i>pie</i> - 'foot')</li> <li>• identifying cognates in Spanish texts that can be used to predict meaning (for example, <i>alto, stop, chocolate, patata</i>), considering reasons for these connections</li> <li>• understanding the distinction between literal and non-literal translation, identifying expressions in Spanish or English that make no sense when translated literally into the other language (for example, <i>pasarlo bomba, tomar el pelo, meter la pata, costar un ojo de la cara, dar la lata, she'll be right, fair dinkum, a piece of cake, to cost an arm and a leg</i>)</li> <li>• comparing and translating language used in Spanish and English text messages (for example, a2 (adiós), xq? (¿por qué?), kntm (cuéntame), tqi (tengo que irme) xo (pero) and CU (See you ), LOL (Laugh out loud), considering the use and effects of abbreviations</li> </ul>

Years 7 and 8 content descriptions	Elaborations
<p>Create simple bilingual texts such as learning resources, online announcements, games and displays for use in the classroom, school or wider community</p> <p>[Key concepts; audience, suitability; Key processes: interpreting, comparing]</p> <p><b>LIT, ICT, CCT, PSC, ICU</b></p>	<ul style="list-style-type: none"> <li>• creating simple bilingual texts for English and Spanish speakers that include contextual and visual support for example, community information leaflets, captions for photo displays or restaurant menus</li> <li>• creating bilingual resources for their own use in the classroom, such as word banks or personal Spanish–English dictionaries, including glossaries to explain commonplace idioms</li> <li>• designing and maintaining a bilingual website with a sister-school or another group of Spanish learners in Australia, considering the best use of each language depending on the context and nature of the information or interaction</li> <li>• creating bilingual texts for specific audiences (for example, songs or games for younger learners of Spanish, a schedule for an online event likely to interest both English and Spanish speakers ), noticing how meanings need to be tailored for different intended audiences</li> </ul>
<p><b>Reflecting</b></p> <p>Notice while participating in intercultural activities that interaction involves culture as well as language</p> <p>[Key concepts: norms, assumptions, values; Key processes: noting, reflecting, responding]</p> <p><b>LIT, CCT, PSC, ICU</b></p>	<ul style="list-style-type: none"> <li>• exploring Spanish language features that reflect and embody cultural values and practices (for example regional differences in naming conventions, such as the use of apellidos), associations between religion and names)</li> <li>• reading transcripts or viewing recordings of interactions between members of an extended family, considering how respect, affection and family relationships are expressed in Spanish</li> <li>• observing live or recorded Spanish-language interactions in different contexts, identifying what is confusing or surprising, for example body language, exclamations, gestures, levels of politeness, ways of requesting or thanking</li> <li>• developing language for describing personal reactions to intercultural experience (for example, <i>No me gusta, estoy sorprendido de ver, me encanta, es maleducado, es cortés</i>)</li> <li>• considering how speaking Spanish requires thinking about things differently compared to speaking English (for example, making a choice between <i>tú/usted</i> involves thinking about social relations or Spanish between people which using you does not)</li> </ul>

Years 7 and 8 content descriptions	Elaborations
<p>Considering how aspects of identity such as family background, age, and interests impact on intercultural exchange</p> <p>[Key concepts: self, profile; Key processes: noticing, reflecting, comparing]</p> <p><b>LIT, CCT, PSC, EU, ICU, ICT</b></p>	<ul style="list-style-type: none"> <li>identifying elements of identity that may be important across all cultures (for example, family, community, location, language, religion, age, gender)</li> <li>preparing a class profile for online sharing and exchange with Spanish-speaking students, selecting resources such as photos, captions or symbols to capture the diversity of cultural backgrounds, languages, interests and values represented in the group, and reflecting on what this profile shows about the nature of intercultural communication in Australia</li> <li>sharing reactions to intercultural experiences associated with learning and using Spanish, considering whether own background, age and interests contribute to attitudes or beliefs that impact on the experience</li> <li>identifying elements of their own and each other's ways of communicating and behaving that might be unfamiliar to people from different contexts and cultures (for example, ways of expressing wishes or rituals associated with school sports)</li> <li>considering if their sense of identity changes depending on the language they are speaking and what they communicate in this language</li> </ul>

### Spanish Years 7–10 (Year 7 Entry) Sequence – Understanding

Years 7 and 8 content descriptions	Elaborations
<p><b>Systems of language</b></p> <p>Notice the role and importance of pronunciation and intonation in Spanish, for example to distinguish between questions, statements and exclamations, and understand Spanish writing conventions such as inverted question marks at the start of questions</p> <p>[Key concepts: pronunciation, intonation; Key processes: listening, distinguishing, imitating, reading aloud]</p> <p><b>LIT, CCT</b></p>	<ul style="list-style-type: none"> <li>participating in the oral reading of texts, noticing features of pronunciation (for example, silent <i>h</i>) and the different sounds of consonant–vowel combinations (for example, <i>gato, guerra, gente, girar, goma, guante, guitarra</i>)</li> <li>recognising variations in intonation required to form questions, statements and exclamations (for example, <i>¿Eres de Australia?; Eres de Australia; ¡Eres de Australia!</i>)</li> <li>understanding writing conventions such as the use of inverted question and exclamation marks</li> <li>noticing and applying the different rules of capitalisation in English and Spanish</li> <li>becoming familiar with the use of graphic signs and symbols such as <i>ñ, tildes, ¿,...</i> on keyboards and in writing systems</li> </ul>

Years 7 and 8 content descriptions	Elaborations
<p>Understand and use main elements of the Spanish grammatical system including definite and indefinite articles, gender and number variation and agreement, present tense of regular and common irregular verbs and simple sentence construction paying attention to word order</p> <p>[Key concepts: syntax, word order, gender, number, agreement; Key processes: noticing, applying, explaining]</p> <p><b>LIT, CCT</b></p>	<ul style="list-style-type: none"> <li>• using appropriate definite and indefinite articles that match the noun in gender and number (<i>el, la, los, las, un, una, unos, unas</i>) and noticing some special cases (<i>el día, el idioma, la mano, la foto, ...</i>)</li> <li>• identifying people and things using concrete nouns and applying rules for gender and number variation (<i>niño/s-niña/s, profesor/es-profesora/s</i>)</li> <li>• observing gender in patterns of naming (<i>Julio/Julia, Ramón/Ramona, José María/María José</i>)</li> <li>• developing awareness of word endings and gender patterns (<i>el/la .....ista, el/la .....ante, la .....ción, la .....dad, el .....or, el .....aje, el ....ero/la .....era</i>)</li> <li>• describing the qualities of people and things using adjectives and matching them in gender and number with the nouns, paying attention to word order and to the different types of gender variation (<i>los pantalones largos/ las faldas largas, el estudiante trabajador/la estudiante trabajadora, el libro interesante/la película interesante, el sombrero azul/la casa azul</i>)</li> <li>• expressing ownership through the use of singular and plural possessive adjectives, following the agreement rules for gender and number with the noun (<i>mis padres, nuestras amigas, sus libros, mi clase, vuestro profesor, tu madre</i>)</li> <li>• using determiners such as demonstratives (<i>este, ese, aquel/esta, esa, aquella</i>), cardinal and ordinal numbers (<i>uno, dos, tres,..../ primero/a, segundo/a, tercero/a,...</i>) and basic quantifiers (<i>mucho/a/os/as, bastante/s, poco/a/os/as</i>), attending to gender and number agreement when necessary</li> <li>• understanding the form and function of subject pronouns (<i>yo, tú, él, ella, usted, nosotros/as, vosotros/as, ellos/as, ustedes</i>), how they determine verb endings in conjugations and substitute for noun subjects (<i>Esta es María, la hermana de Juan. Ella está en la escuela primaria y él está en el año 8</i>)</li> <li>• understanding and using the three conjugations for the present tense of regular verbs (<i>....ar, .....er, ....ir</i>) and the irregular present tense of commonly used verbs (<i>ser, estar, tener, ir, hacer, querer, jugar,..</i>)</li> <li>• recognising the duplication of the verb 'to be' in Spanish and identifying the main uses of <i>ser</i> and <i>estar</i> (<i>soy Alicia, estoy bien, somos australianos, estamos en clase de español</i>)</li> <li>• developing an awareness that different verbs are used in English and Spanish for a similar purpose (for example, <i>Tengo 12 años, ¿tienes hambre?, hace frío</i>)</li> <li>• increasing vocabulary by observing patterns and using cognates (<i>animal, normal, actor, ....</i>)</li> <li>• understanding and using reflexive verbs with the corresponding reflexive pronouns when conjugating them (<i>me llamo Luis, ¿a qué hora te levantas?, los sábados nos acostamos tarde</i>)</li> </ul>

Years 7 and 8 content descriptions	Elaborations
	<ul style="list-style-type: none"> <li>• using verb conjugations in interactions in affirmative, negative and interrogative forms (<i>¿Eres australiana? No, no soy australiana, soy china ¿Y tú, qué idiomas hablas? — Hablo chino, inglés y español</i>)</li> <li>• understanding the use of verbs such as <i>gustar, encantar, doler, interesar</i> (<i>¿qué deportes te gustan?, me encanta correr, me duele la cabeza, nos interesan las películas de acción</i>)</li> <li>• identifying the gerund and infinitive non-personal forms of verbs and using them to express the development of action in the present with the verb <i>estar</i> (<i>está hablando, estoy escribiendo</i>) and the idea of future with the verb <i>ir</i> (<i>Esta tarde voy a hacer los deberes, mañana vamos a jugar al tenis</i>)</li> <li>• seeking information using interrogatives (<i>¿qué ....?, ¿cómo ....?, ¿cuándo ....?, ¿quién ....?, ¿dónde ....? ¿cuántos/as ....?, ¿por qué ....?, ....</i>)</li> <li>• describing ‘when’ and ‘where’ an action takes place using prepositions and adverbs of time and place (<i>a, de, desde, en, entre, hasta, antes, después, ahora, hoy, mañana, debajo, encima, ...</i>) and using the contractions ‘<i>al</i>’ (<i>a+el</i>) and ‘<i>del</i>’ (<i>de+el</i>)</li> <li>• expressing modality using adverbs such as <i>bien, mal, regular, despacio, rápidamente, ...</i></li> <li>• following basic instructions expressed with the imperative as formulaic expressions (<i>abran el libro, lee la página 20, escuchad, salgan de clase, escribid en los cuadernos ....</i>)</li> <li>• linking ideas using cohesive devices such as conjunctions (<i>y (e), o(u), pero, porque, ....</i>)</li> <li>• recognising the functions of elements such as prefixes and suffixes and their importance in word building and meaning change (<i>repasar, repaso / casa, casita, caserón, casero, jugar, un juego, jugador, ...</i>)</li> <li>• building metalanguage to talk about grammar and vocabulary (<i>infinitivo, presente, género, masculino, femenino, número, singular, plural, adjetivo, sustantivo, forma negativa e interrogativa, ....</i>) and comparing with equivalent terms in English</li> </ul>

<b>Years 7 and 8 content descriptions</b>	<b>Elaborations</b>
<p>Recognise and describe features of familiar types of text, and notice how these contribute to the making of meaning</p> <p>[Key concepts: text conventions, genre; Key processes: noticing, analysing, comparing]</p> <p><b>LIT, CCT, ICT</b></p>	<ul style="list-style-type: none"> <li>• comparing English and Spanish versions of familiar types of text, noting similarities and differences in language features and text structure (for example, ways of opening or closing formal or personal letters)</li> <li>• understanding how to use cohesive devices such as conjunctions and time markers in texts such as narratives or instructions to sequence, link and elaborate ideas and actions. For example: (<i>y, o, pero, además, primero, después, de pronto...</i>)</li> <li>• analysing features of common types of text such as stories, emails, songs and slogans identifying how the choice of language and structure works to achieve each text's purpose</li> <li>• identifying the intended audience, purpose and key language features of familiar texts such as recipes, announcements, road signs or instructions. For example: <i>Primero, se pelan las patatas,....., Señores pasajeros, el tren con destino ....., SE RUEGA SILENCIO, Escribir la respuesta a las siguientes preguntas ....</i></li> </ul>
<p><b>Language variation and change</b></p> <p>Understand that Spanish like all languages is used in different ways according to roles, relationships and social and cultural contexts</p> <p>[Key concepts: register, status, variation; Key processes: noticing, analysing, explaining]</p> <p><b>LIT, CCT, PSC, ICU</b></p>	<ul style="list-style-type: none"> <li>• noticing variations in language use based on the age, gender and social relationships of speakers and the context and purpose of interactions (for example by selecting appropriate greetings and terms of address for people of different age or status: <i>Hola, ¿qué tal Diana? Buenas tardes, Señor Méndez, Diga, ¿quién llama?</i>)</li> <li>• recognising that register shifts according to familiarity and social position (for example using different pronouns and verb endings in formal or informal interactions: <i>¿Cómo se llama usted? ¿Cómo te llamas?</i>)</li> <li>• observing that many Spanish-speakers are multilingual and regularly shift between languages to achieve different purposes and to draw on additional communicative resources</li> </ul>

Years 7 and 8 content descriptions	Elaborations
<p>Understand the dynamic nature of languages</p> <p>[Key concepts: language contact, word borrowing, globalisation, dynamism; Key processes: observing, identifying, discussing]</p> <p><b>LIT, CCT, ICU, ICT</b></p>	<ul style="list-style-type: none"> <li>• understanding that languages and cultures change continuously due to contact with each other and in response to new needs, ideas and developments in communications and technology</li> <li>• identifying influences from other languages and cultures in contemporary Spanish (for example, <i>tuitear</i>, <i>globalización</i>, <i>MP3</i>, <i>chatear</i>, <i>bloguear</i>, <i>cliquear</i>)</li> <li>• observing changes to language that reflect changing lifestyles and cultural trends (for example, abbreviations in text messages such as: K (<i>que</i>) or A2 (<i>adiós</i>))</li> <li>• recognising the influence of Spanish on English and other languages by identifying words such as <i>patio</i>, <i>tango</i>, <i>taco</i>, <i>chocolate</i>, <i>tomate</i>, <i>guacamole</i>, <i>siesta</i>, noting how they are pronounced by English speakers and considering why some types of words and expressions are most frequently borrowed</li> <li>• collecting examples of Spanish word borrowings from other languages (for example, <i>fútbol</i>, <i>shopping</i>, <i>basquetbol</i> and <i>canguro</i>, <i>chófer</i>, <i>pizza</i>, <i>chau</i>)</li> <li>• understanding that some Indigenous languages in both Australia and Spanish speaking countries are strong, while others are endangered, being revived or reclaimed</li> </ul>
<p>Recognise that Spanish as a global language is spoken in a variety of forms in different communities around the world including Australia</p> <p>[Key concepts: diversity, regional variation, accents global language; Key processes: mapping, comparing, distinguishing]</p> <p><b>LIT, CCT, ICU</b></p>	<ul style="list-style-type: none"> <li>• recognising that Spanish is an important world language spoken with a range of dialects accents and grammatical variations across the Spanish-speaking world (for example, by identifying Spanish-speaking countries or regions on a map of the world)</li> <li>• understanding the nature of the distribution of Spanish speakers across the world not only in countries where the Spanish language is official but in other countries such as United States or The Philippines where the Spanish language and cultures have an important presence.</li> <li>• recognising language variation across the Spanish-speaking world in terms of vocabulary (for example a <i>computer</i> is <i>un ordenador</i> in Spain and <i>una computadora</i> in Latin America) and pronunciation (the sound of <i>j</i> in El Salvador compared with in northern Spain, the different pronunciation of the syllables “ce, ci” for example in the words <i>gracias Cecilia</i> )</li> <li>• exploring language variation in relation to vocabulary (<i>strawberries</i> are <i>fresas</i> in Spain, <i>frutillas</i> in Argentina; <i>bus</i> is <i>colectivo</i> in Venezuela, <i>omnibus</i> in Peru, <i>camión</i> in Mexico and <i>guagua</i> in Cuba)</li> <li>• recognising that there is also variation in some grammatical forms (for example, the use of the pronoun <i>vos</i> in Argentine Spanish compared to <i>tú</i> in Spain; the masculine direct object pronoun <i>le/lo</i> in Spain and <i>lo</i> in Latin America)</li> <li>• recognising differences between standard varieties of Spanish and varying degrees of language blending and influence (for example, <i>Spanglish</i>)</li> <li>• recognising that many speakers of Spanish also speak one or more regional and/or local languages (for example, Catalan or Basque)</li> </ul>

Years 7 and 8 content descriptions	Elaborations
<p><b>Role of language and culture</b></p> <p>Recognise the inter-connected role and relationship of language and culture</p> <p>[Key concepts: interdependence, perspectives, cultural practices; Key processes: analysing, making connections, explaining]</p> <p><b>LIT, CCT, PSC, EU, ICU</b></p>	<ul style="list-style-type: none"> <li>identifying how ways of communicating in Spanish and English differ and how people outside each culture may understand these differently (for example, attitudes to time reflected in language and social interactions; expressing thanks or appreciation more or less directly)</li> <li>considering how differences between ways of using language reflect cultural influences (for example, the adoption of varying systems of <i>apellidos</i> in different Hispanic communities)</li> <li>identifying words or expressions that reflect values and ways of thinking about the world in Spanish, English and other languages (for example, religious and social associations of relationships such as <i>compadrazgo</i>, names such as <i>Jesús María, Dolores, Concepción, Asunción</i> and expressions such as <i>la bendición, ¡que diós te bendiga! ¡Adiós!</i>); connotations of mateship or the significance of Country in Aboriginal culture)</li> <li>considering how Spanish language and interaction patterns around familiar routines such as meal times reflect practices and values associated with family life, food and social relationships (for example, <i>sobremesa</i>)</li> <li>noticing cultural variations in the expression of concepts such as respect or politeness in different languages (for example, the more direct use of imperative forms in Spanish when making a request compared to less direct ways in English: <i>Dame el libro, Can you give the book, please?</i>)</li> </ul>

## Years 7 and 8 Achievement Standard

By the end of Year 8 students share information about their personal worlds, including personal details, family, friends, leisure activities, likes and dislikes (*Hola amigo, ¿Cómo estás? Me gusta tocar la guitarra, No me gusta comer carne*). They interact with other in shared activities, negotiations, games and events, using modelled language to ask and respond to familiar questions and instructions (*Haz click sobre la imagen del monumento. Escoge la palabra correcta*), request help or permission (*¿Me puede ayudar...?, ¿Cómo se dice..... en español? ¿Puedo ir a beber agua? ¿Salimos al recreo ya?*), and express opinions (*Creo que....¡Qué sorpresa!*). When interacting, students approximate Spanish sounds and use intonation to distinguish between questions (*¿Cómo se dice ...?*), statements (*Juan estudia español*), exclamations (*Juan, ¡estudia español!*), and requests (*¿me das un chocolate?*). They obtain factual information and identify key points from different sources, using non-verbal and contextual clues to help make meaning. They describe characters, experiences and ideas using high frequency vocabulary and create short informational and imaginative texts using modelled sentence structures and formulaic expressions. When constructing sentences, students use gender (*la luna, el bolso*), number (*un amigo, cuatro estudiantes*), agreement (*mis zapatos son rojos*) and definite articles (*el loro, la pelota*). Students apply grammatical rules in relation to conjugation of verbs (*La bicicleta roja tiene un cesto negro, Tenemos los libros de lectura amarillos*). They use the two verbs 'to be' (*ser* and *estar*) in modelled examples (*Eres española/Estás en Australia, Soy alto y delgado/Estoy en año 8*) and apply Spanish writing conventions such as inverted question and exclamation marks (*¡No me digas!*). They work with Spanish and English to translate and create simple bilingual texts such as posters, street signs, menus and advertisements. They describe their own experiences of using Spanish and explain how aspects of their identity influence their intercultural exchanges.

Students describe the distribution of communities of Spanish speakers in different countries and regions and recognise that Spanish is spoken in a variety of forms in different communities. They understand that languages and cultures change through contact and give examples of Spanish words used in English ('patio', 'chocolate') and words used in Spanish that are borrowed from other languages (*shopping, tiquet*). They recognise that Spanish has its own rules for pronunciation and grammar and that they need to adjust language to suit different situations and relationships (*¡Hasta pronto Doña Clara!*). Students use metalanguage to explain basic features language, texts and grammar, making connections with terms such as 'verb', 'adjective', 'noun' and 'agreement' that are used in English learning, and incorporating new concepts such as grammatical gender when talking about Spanish. They identify aspects of language use and culture that are reflected in everyday interactions, such as emailing, texting, gift giving and apologising (*Lo siento mucho Don Pedro*).

## Years 9 and 10

### Band description

#### The nature of the learners

Students have prior experience of learning Spanish and bring a range of capabilities, strategies and knowledge that can be applied to new learning. They are expanding the range and nature of their learning experiences and of the contexts within which they communicate with others. They have a growing awareness of the wider world, including the diversity of languages, cultures and forms of intercultural communication. They are considering future pathways and prospects, including how Spanish may feature in these.

#### Spanish language learning and use

This is a period of language exploration and vocabulary expansion, and of experimentation with different modes of communication such as digital and hypermedia, collaborative performance and group discussions. Increasing control of language structures and systems builds confidence and interest in communicating in a wider range of contexts. Learners use Spanish to communicate and interact, to access and exchange information, to express feelings and opinions, to participate in imaginative and creative experiences, and to design, interpret and analyse a wide range of texts and experiences. They use Spanish more fluently, with a greater degree of self-correction and repair. They reference the accuracy of their language use against a stronger frame of grammatical and systems knowledge. They demonstrate understanding of language variation and change, and of how intercultural experience, technology, media and globalisation influence forms of communication.

#### Contexts of interaction

Learners use written and spoken Spanish to interact with peers, teachers and other Spanish speakers in immediate and local contexts relating to their own social and educational worlds. They interact with cultural resources and Spanish-speaking communities in a variety of countries through a range of online environments.

#### Texts and resources

Learners engage with a range of language-learning texts and support materials, such as textbooks, DVDs, apps, media texts and online materials. They also draw increasingly on texts produced for Spanish-speaking communities, such as short stories, songs, poems, newspaper reports, films, video clips, blogs and social media texts.

#### Feature of Spanish language use

Learners recognise and approximate the pronunciation, rhythms and intonation patterns of more extended phrases and compound sentences. They become more fluent and accurate in both spoken and written language production. They gain more control of grammatical and textual elements. They use compound tenses conjugated with haber (present perfect) and simple tenses (imperfect, preterit, future and conditional). They recognise the form and function of pronouns and expand their understanding to include direct and indirect object pronouns.

They use expressive and descriptive language to talk about feelings and experiences. They develop understanding of the nature of both translation and interpretation, noticing the relationship between language, texts and culture. A balance is maintained between activities that focus on language forms and structures and those that involve communicative tasks, performances and experiences. Tasks involve collaborative as well as independent language planning and performance, and development and strategic use of language and cultural resources. Learners analyse text more critically, identifying how language choices reflect perspectives and shape meaning. At this level, learners are developing understanding of the relationship between language, culture and identity. They identify how meaning-making and representation in a different language involve interpretation and personal response as well as literal translation and factual reporting. They explore the reciprocal nature of intercultural communication:

how moving between different languages and cultural systems impacts on the learner’s ways of thinking and behaving; and how successful communication requires flexibility, awareness and openness to alternative ways. They develop the capacity to consider their own cultural practices through the eyes of others, and to communicate in interculturally appropriate ways.

### Level of support

This stage of learning involves consolidation and progression. Learners are provided with new challenges and more independent learning experiences. Continued scaffolding, modelling and monitoring support these challenges. Students are supported to develop increasing autonomy as language learners and users, and to self-monitor and adjust language in response to their experience in different contexts. They analyse and reflect on texts and intercultural experiences through discussion, documenting and journaling. Continuing focused attention on grammatical and textual features supports learners’ development as text producers.

### The role of English

Spanish is used in more extended and elaborated ways by both teacher and learners. English is used for substantive discussion, elaboration, comparison, analysis and reflection.

## Spanish Years 7–10 (Year 7 Entry) Sequence – Communicating

Years 9 and 10 content descriptions	Elaborations
<p><b>Socialising</b></p> <p>Socialise and exchange and compare ideas and opinions in relation to issues relevant to their own lives and interests such as relationships, events and aspirations.</p> <p>[Key concepts: friendship, relationships, values, youth culture; Key processes: interacting, comparing, responding]</p> <p><b>LIT, CCT, PSC, ICT, ICU</b></p>	<ul style="list-style-type: none"> <li>expressing, comparing and explaining likes, dislikes and preferences (for example, <i>Me gusta más el baloncesto que el fútbol, Me encanta la historia porque me parece interesante, Nuestro colegio es grandísimo, es el más grande de la ciudad. Lo que más me gusta hacer los fines de semana es chatear con mis amigos</i>)</li> <li>corresponding with peers by using telephone/video calls, SMS or social media to build relationships and share views on aspects of young people’s lives such as friends, responsibilities, interests, aspirations</li> <li>expressing hopes, opinions and ambitions, giving reasons for plans (for example: <i>Espero aprobar los exámenes, Creo que ..... , Pienso (+ infinitive), prefiero .....¿y tú?, Y vosotros ¿Qué opináis?, Estoy de acuerdo contigo, ¿Estáis de acuerdo?, En el futuro, me gustaría ser .....</i>)</li> <li>sharing past experiences and events of significance such as holidays, special events or travel (for example, <i>En mis vacaciones, primero fuimos a....., después ..... Durante la segunda semana .... y entonces ..... Fue fenomenal ..... Al final .... Y ¿Qué tal tus vacaciones?</i>)</li> <li>discussing personal views on topics such as <i>acoso escolar, ideal de belleza, música, ...</i> using expressions such as <i>de ninguna manera....claro que sí...</i> to link and elaborate ideas</li> </ul>

Years 9 and 10 content descriptions	Elaborations
<p>Negotiate with peers to plan and take action on local and global issues and to engage in different forms of spoken and written transactions</p> <p>[Key concepts: environment, human rights, fairness; Key processes: discussing, debating, commenting, comparing, debating]</p> <p><b>LIT, CCT, PSC, ICT, ICU</b></p>	<ul style="list-style-type: none"> <li>participating in collaborative planning and decision-making, such as arranging an event or campaign to promote awareness of an issue such as recycling, using persuasive and descriptive language in spoken, written and digital modes of presentation (for example, posters, stimulus questions, statistics)</li> <li>producing action-oriented resources such as websites, posters or online features related to the Spanish-speaking world, incorporating declarative language and argument (for example, <i>¿Qué creéis que tenemos que hacer para ....., creo que primero deberíamos escribir....., sugiero que terminemos, es evidente que...</i>)</li> <li>creating promotional and informational texts to support fundraising activities for example, humanitarian initiatives in Spanish-speaking countries</li> <li>group planning of real or virtual activities such as attending Spanish-language forums, for example by composing and rehearsing possible spoken contributions or questions</li> </ul>
<p>Participate in class discussions in order to plan and evaluate collaborative activities and tasks that involve expressing and comparing opinions.</p> <p>[Key concepts: community, responsibility; Key processes: expressing, representing, discussing]</p> <p><b>LIT, CCT, PSC</b></p>	<ul style="list-style-type: none"> <li>using appropriate discussion protocols such as acknowledging others' opinions, responding to others' contributions and elaborating and extending topics (for example, <i>Perdona, pero no estoy de acuerdo contigo porque ....., me parece mejor ... ¿qué os parece si.....?</i>)</li> <li>using reflective and evaluative language to discuss the experience of learning and using Spanish and to evaluate resources such as textbooks, websites or electronic dictionaries (for example, <i>Creo que... porque, Prefiero....., Es más útil que..., Tiene menos .....que, En primer lugar, creo... .., ..Ahora creo que....., No estoy de acuerdo</i>)</li> <li>participating in class discussion by offering own opinions (<i>Me parece que...</i>), eliciting and reflecting on those of others (<i>¿Qué les parece?</i>) and for agreeing (<i>¡Qué buena idea!</i>) or disagreeing (<i>No me parece una buena idea</i>)</li> </ul>

Years 9 and 10 content descriptions	Elaborations
<p><b>Informing</b></p> <p>Analyse and interpret information, ideas and perspectives obtained from a range of spoken, written and digital texts and present these in new forms</p> <p>[Key concepts: perspective, representation; Key processes: selecting, analysing, interpreting]</p> <p><b>LIT, ICT, CCT, PSC, ICU</b></p>	<ul style="list-style-type: none"> <li>analysing and comparing information obtained from different sources on topics of social and cultural interest (for example, <i>El cine latinoamericano contemporáneo. El efecto del turismo en las tortugas de las Islas Galápagos. Los refugiados en España</i>) summarising and presenting orally to peers or digitally on a shared website</li> <li>developing synthesising and summarising skills when reading/ listening to texts such as announcements, reports, interviews and conversations on topical issues such as Las corridas de toros or La influencia del internet en la música, classifying and cross-referencing key ideas and associated language for use in own texts</li> <li>distinguishing between fact and opinion in texts such as articles and reports, to recognise perspective and context (for example, by identifying the author, audience and purpose of a text)</li> <li>researching and classifying social, historical and cultural aspects of Spanish speaking communities by gathering information from a range of sources including personal commentaries with Spanish speaking peers and adults</li> </ul>
<p>Organise and present to both familiar and less familiar audiences critical perspectives on information obtained from different sources</p> <p>[Key concepts: audience, perspective, fact, opinion, interconnections; Key processes: constructing, presenting, reporting]</p> <p><b>LIT, ICT, CCT, PSC, ICU</b></p>	<ul style="list-style-type: none"> <li>researching, presenting and taking a position on questions relating to contemporary topics such as <i>Los efectos de las redes sociales en la vida de los jóvenes</i></li> <li>producing a brochure to identify aspects of their city/town/region likely to be of interest to Spanish-speaking visitors of their own age</li> <li>presenting a personal or shared perspective on issues such as fashion, music, cinema or social media, using formats such as displays, online posts or oral presentations to provide critical or explanatory commentary</li> <li>researching and presenting information about social and environmental issues affecting Spanish-speaking regions of the world (for example: <i>consecuencias de la deforestación en el Amazonas</i>)</li> </ul>

Years 9 and 10 content descriptions	Elaborations
<p><b>Creating</b></p> <p>Respond to a range of imaginative oral, print and digital texts by interpreting or modifying them to express own ideas and feelings</p> <p>[Key concepts: imagination; Key processes: comparing, connecting, relating]</p> <p><b>LIT, CCT, PSC, ICU, EU, ICT</b></p>	<ul style="list-style-type: none"> <li>• using examples of popular rap forms to create and perform versions that express their own personal feelings and values</li> <li>• expressing individual responses to imaginative and expressive multimedia texts, including performance and visual arts, using modelled and scaffolded language (for example, <i>demasiado triste, ¡tan cómico!, horrible, era muy entretenido porque ....., me fascina la manera de ....., me encantó cuando ...Fue trágico el final de ..., para mí las imágenes representan..., personalmente prefiero...</i>)</li> <li>• engaging with rhythm, intonation and imagery to create mood and meaning in their own poems, songs or performances, experimenting with language, voice and gesture to create specific effects</li> <li>• responding to imaginative texts by modifying key elements or aspects (for example, by incorporating a new character or event, by acting out a different mood, by parodying an advertisement or devising a new ending to a story)</li> </ul>
<p>Produce a variety of creative oral, digital and online texts such as adaptations, role-play scripts or short stories to express creative ideas and imagined experiences which relate to the cultures of Spanish-speaking communities</p> <p>[Key concepts: creativity, adventure, expression; Key processes: creating, expressing, experimenting, entertaining]</p> <p><b>LIT, CCT, PSC, ICU, ICT</b></p>	<ul style="list-style-type: none"> <li>• reinterpreting familiar stories or fictional characters, referencing cultural characteristics while creating new situations or different effects (for example incorporating alternative text into popular cartoons such as <i>Mafalda</i>)</li> <li>• composing simplified or adapted versions of classic stories such as <i>Caperucita Verde</i> or <i>Los doce enanos</i> to read or perform to younger children</li> <li>• composing performance texts such as skits, raps or poems to amuse, entertain and engage other learners of Spanish</li> <li>• creating a video clip or digital story of an imaginary persona or avatar in a Spanish-speaking fantasy world, incorporating communicative styles and behaviours observed in texts from Spanish speaking contexts</li> </ul>

Years 9 and 10 content descriptions	Elaborations
<p><b>Translating</b></p> <p>Translate texts from Spanish to English and vice versa, noticing and explaining words or expressions that are culturally specific and difficult to translate</p> <p>[Key concepts: equivalence, representation; Key processes: translating, interpreting, comparing, explaining]</p> <p><b>LIT, CCT, ICU, ICT</b></p>	<ul style="list-style-type: none"> <li>analysing Spanish translations of familiar English-language texts, identifying aspects that get 'lost in translation' (for example, comparing <i>Shrek</i> or <i>Los Simpson</i> in Spanish with English subtitles with original English versions)</li> <li>translating context-specific language used in texts such as school websites into Spanish, noticing terms such as the oval, time out or out of bounds, that do not have clear equivalents in Spanish, considering strategies for conveying the meaning of culturally embedded language</li> <li>translating texts such as signs, product instructions, notices or advertisements, comparing versions and considering how to convey culturally-embedded references and concepts evaluating the effectiveness of electronic translators, for example by doing a back translation of a well-known text</li> <li>identifying challenges associated with the translation of simple texts such as short letters or conversations, deciding whether the two texts require different information (for example, deciding if 'you' should become <i>tú, usted, vosotros</i>, depending on the social relationship being conveyed in the exchange)</li> </ul>
<p>Create bilingual texts such as displays, explanatory or promotional material or performances for immediate and virtual environments</p> <p>[Key concepts: interpretation, bilinguality Key processes: constructing, composing, explaining]</p> <p><b>LIT, ICT, CCT, PSC, ICU</b></p>	<ul style="list-style-type: none"> <li>providing bilingual captions for displayed images from different regions of the Spanish-speaking world or from regional Australia that represent cultural elements or references (for example, <i>los nazarenos en las procesiones de Semana Santa, el sombrero mexicano y el sombrero de los corchos australiano, el 'vegemite' y las tortillas españolas, el canguro y el cóndor, el rodeo y los toros, bailes y ceremonias indígenas</i>)</li> <li>producing instructional or explanatory texts involving bilingual glossaries to explain and promote Australian games, activities or sports such as cricket, netball, Australian Rules, bushwalking or surf-lifesaving</li> <li>maintaining a shared online bilingual word bank of Spanish/English colloquial and idiomatic words that are difficult to translate (for example, <i>comadre, compadre, qué metida de pata; schoolies, school of the air, sickie</i>)</li> <li>performing a virtual guided tour for intending exchange students, involving dramatised moments of potential miscommunication between Spanish and English-speaking participants</li> </ul>

Years 9 and 10 content descriptions	Elaborations
<p><b>Reflecting</b></p> <p>Consider own reactions when engaging with Spanish speakers and resources and how these may reflect own language and culture</p> <p>[Key concepts: standpoints, intraculturality; Key processes: making connections, questioning assumptions, reflecting]</p> <p><b>LIT, CCT, PSC, ICU, ICT</b></p>	<ul style="list-style-type: none"> <li>• keeping a record such as a journal, log or online posting of critical incidents and observations in the course of intercultural language learning (for example, breakdowns or breakthroughs in communication) considering why or how they occurred and were repaired</li> <li>• finding examples of how language reflects cultural concepts and values across the Spanish speaking world (for example, religious references in sayings such as <i>Al que madruga Diós le ayuda, Bendito sea ... Adiós</i>; changes to language forms that reflect changes in social values, such as the adoption of some feminine forms of professional titles, <i>La doctora/el doctor, la abogada/el abogado, la jefa/el jefe</i>)</li> <li>• recognising differences in the nature and function of some elements of communication in Spanish compared to English (for example, enjoyment of debate, disagreement and argument as social rather than confrontational activities, or levels of directness in exchanges such as making requests using a direct imperative form)</li> <li>• discussing how intercultural communication involves being flexible, responsive and open to differences in ways of communicating views or emotions (for example, less explicit, expression of appreciation or thanks in Spanish, variation in attitudes to time)</li> </ul>
<p>Consider and discuss their own and each others' ways of expressing identity, reflecting on the relationship between language, culture and identity</p> <p>[Key concepts: identity, culture, communication; Key processes: observing, connecting, reflecting, explaining]</p> <p><b>LIT, CCT, PSC, ICU, ICT</b></p>	<ul style="list-style-type: none"> <li>• reflecting on their own sense of identity, considering whether it is fixed or fluid (for example, whether they communicate and present themselves in different ways in different contexts or with different people)</li> <li>• considering how identity is expressed through language with reference to languages spoken by themselves, their peers, family or community members</li> <li>• composing a 'cultural ID profile' to share and exchange online with Spanish-speaking friends, making decisions about what points of information will be of most interest</li> <li>• monitoring their own ways of communicating and expressing their sense of identity in different contexts and interactions, including when using Spanish, noticing whether they have a different sense of themselves when using a different language</li> <li>• critically examining the impact of cultural stereotypes and expectations in relation to cultural identity and intercultural communication (for example, by reflecting on changes in perceptions or attitudes towards other languages and cultures as a result of learning Spanish)</li> </ul>

## Spanish Years 7–10 (Year 7 Entry) Sequence – Understanding

Years 9 and 10 content descriptions	Elaborations
<p><b>Systems of language</b></p> <p>Recognise and apply rules of Spanish pronunciation, stress and intonation, demonstrating awareness of differences in accent and pronunciation across the Spanish-speaking world, and use appropriate writing conventions</p> <p>[Key concepts: rhythm, intonation, pitch; Key processes: recognising, discriminating, imitating, reproducing]</p> <p><b>LIT, CCT</b></p>	<ul style="list-style-type: none"> <li>• recognising the importance of appropriate stress, pronunciation and spelling for meaning-making (for example, <i>estudio versus estudió</i>)</li> <li>• understanding variation in pronunciation across the Spanish-speaking world (for example, the pronunciation of ce and ci in Spain compared with Bolivia (<i>ceceo, seseo - gracias, Cecilia</i>); the soft sh pronunciation of the letters ll and y in Argentinian Spanish – <i>calle-cashe</i>)</li> <li>• adapting the tone, intonation and rhythm of language to their own expressive needs and to the nature of the interaction (for example, calming a child or attracting attention)</li> <li>• using the Spanish alphabet to spell out names or expressions, noticing similarities and differences to English and using correct terminology for accents and marks (<i>tilde, acento, diéresis</i>)</li> <li>• listening to and reciting texts such as poems, stories or song lyrics to familiarise themselves with the rhythm and musicality of the language (for example, <i>Proverbios y cantares de Antonio Machado, Guantanamera de José Martí</i>)</li> </ul>

Years 9 and 10 content descriptions	Elaborations
<p>Extend knowledge of and use more complex features and patterns of the Spanish grammatical system including possessive, demonstrative, object and relative pronouns, comparative and superlative adjectives, irregular verbs in the present tense, compound and simple past tenses, future and conditional tenses and an introduction to the imperative mood</p> <p>[Key concepts: tense, mood, modality; Key processes: analysing, classifying, applying, explaining]</p> <p><b>LIT, CCT</b></p>	<ul style="list-style-type: none"> <li>• understanding and using definite and indefinite articles including omission and gender change cases (<i>me gusta mucho el cuadro del salón, me gusta mucho un cuadro del salón, ¿tienen cuadros de paisajes?, el agua está fría</i>)</li> <li>• understanding and using indefinites such as <i>alguno/a/os/as, ninguno/a/os/as, otros/as, todos/as, alguien, nadie, nada, algo, todo</i>, noticing the constructions with a double negative (<i>No hay nadie en clase, no tenemos nada</i>)</li> <li>• using collective nouns such as <i>gente, familia</i>, and noticing the use of singular verbs (<i>la gente en Australia pasa mucho tiempo al aire libre, mi familia tiene una casa en la playa</i>)</li> <li>• noticing the differences in meaning when the adjective precedes the noun (<i>un pobre hombre/ un hombre pobre</i>)</li> <li>• expressing comparisons using comparatives and superlatives including some irregular forms (<i>mejor que ..., peor que ..., el mayor, el menor, más ..... que, menos ..... que, el más ....., .....ísimo/a, tan ..... como</i>)</li> <li>• understanding and using possessive and demonstrative pronouns (<i>aquel es el tuyo, este es el mío</i>) and the use of neutral demonstratives (<i>¿qué es esto?, me gustó aquello que dijo</i>)</li> <li>• understanding the form and function of personal object pronouns, differentiating between direct and indirect objects in the third person (<i>me, te, lo, la/le, nos, os, los, las/les</i>)</li> <li>• understanding the function and use of relative pronouns (<i>que, el/la/los/las que, quien/es, el/la cual, los/las cuales, donde</i>)</li> <li>• understanding and using the different past tense forms for regular and irregular verbs (<i>Pretérito Perfecto, Pretérito Indefinido and Pretérito Imperfecto</i>), comparing uses with English past tense forms (<i>hemos estudiado los tiempos pasados, Marcos nació en Filipinas, ayer mi amigo estaba contento</i>)</li> <li>• using appropriate temporal markers (<i>hace ....., desde hace ....., durante ....., en 2011 ....., esta mañana ....., cuando era pequeño ....., desde .... hasta ....., ayer ....</i>)</li> <li>• understanding and using the future and conditional tenses of regular and irregular verbs (<i>mañana iremos de excursión al zoo, me gustaría visitar México, saldría con vosotros pero tengo tarea</i>)</li> <li>• using some set expressions that require the use of the present subjunctive, such as <i>¡que aproveche! ¡que te mejores! espero que estés bien</i></li> <li>• expressing agreement, disagreement and opinions using expressions such as <i>Yo también ....., yo tampoco ....., a mí sí ....., a mí no ...</i></li> <li>• indicating rules and giving instructions using expressions such as <i>hay que ....., se puede/no se puede ....., tener que + infinitive and regular imperative affirmative forms (cantad conmigo, pase el dado, toma mi bolígrafo, abran las ventanas, repita más despacio)</i></li> </ul>

Years 9 and 10 content descriptions	Elaborations
	<ul style="list-style-type: none"> <li>• understanding the function of impersonal expressions such as <i>se necesita .....</i>, <i>se habla ...</i>, <i>se dice .....</i>, <i>se puede ....</i></li> <li>• recognising how grammatical and vocabulary choices shade meaning and establish register, for example the use of formal or informal pronouns (<i>usted, ustedes/ tú, vosotros/as</i>), the use of forms of address (<i>don Juan, doña Pepa, señor Martínez, señoras y señores, damas y caballeros, Pedro y Sonia</i>) and the use of abbreviations and slang (<i>mi cole es guay</i>)</li> <li>• using cohesive devices to link elements of complex sentences (<i>por lo tanto, además, sin embargo, al contrario de, de la misma manera</i>)</li> <li>• expanding the use of prepositions such as <i>por, para, con, sin, contra, hacia</i></li> <li>• understanding how to form adverbs from adjectives (<i>normalmente, seguramente, probablemente</i>)</li> <li>• understanding and using an increasing range of prefixes and suffixes ( <i>anónimo, antibiótico, despeinado, supermercado, claustrofobia, lavadora, navideño, hermanito, ....</i>) and building lexical families (<i>árbol, arbolito, arboleda, arbusto, arborícola, arbóreo, arboricultura, enarbolar</i>)</li> <li>• developing an awareness of the presence of ‘false friends’ between English and Spanish (<i>actualmente, realizar, embarazada, constipado</i>)</li> <li>• developing metalanguage to talk in Spanish about elements such as sentence structure (<i>sujeto, verbo, objeto</i>) verb tenses, (<i>Pretérito, Futuro, tiempo compuesto, participio pasado, ....</i>) and other linguistic features (<i>sinónimo, concordancia, párrafo</i>)</li> </ul>
<p>Analyse textual features of spoken, written and digital texts and consider how they shape meaning and influence response</p> <p>[Key processes: cohesion, language features, register, tenor; Key processes: analysing, evaluating]</p> <p><b>LIT, CCT, ICT, ICU</b></p>	<ul style="list-style-type: none"> <li>• comparing language features of Spanish and English versions of different types of texts (for example, riddles, weather reports, text messages or horoscopes), noting differences that might be culturally significant</li> <li>• examining language structures and features used for specific communicative effect, such as to persuade, amuse, sympathise, challenge, include or exclude</li> <li>• understanding elements that provide coherence at a whole text level, such as cohesive devices (<i>sin, aunque, debido a, según, por otro lado</i>), linked paragraphs, introductions and summaries and sequencing of ideas</li> </ul>

Years 9 and 10 content descriptions	Elaborations
<p><b>Language variation and change</b></p> <p>Recognise that Spanish is used in a variety of ways to achieve different purposes in different contexts</p> <p>[Key concepts: formality, register, context; Key processes: observing, comparing, analysing]</p> <p><b>LIT, CCT, PSC, ICU</b></p>	<ul style="list-style-type: none"> <li>identifying levels of formality and informality in spoken and written texts, considering what these tell about social relationships and processes (for example, <i>reflections of status, authority, respect or intimacy: Disculpe, ¿podría decirme ....., Perdona que le interrumpa, ..... Me gustaría invitarte a mi boda, ¡oye tío, he conocido a una tía guay!, eres el amor de mi vida,...</i>)</li> <li>comparing spoken and written forms of familiar types of texts and language functions such as verbal and written apologies or oral storying and written reports, noticing differences in grammatical, expressive and textual features</li> <li>recognising that language is used differently to achieve different purposes (for example, the use of contractions, emoticons and acronyms in text messages for the purpose of speed and economy; the use of slang, specialised or inclusive language to establish shared interest or identity)</li> </ul>
<p>Examine ongoing changes in Spanish as a language of local and international communication, considering the power of language to both influence and reflect culture</p> <p>[Key concepts: globalisation, technological change, intercultural contact, popular culture; Key processes: reflecting, analysing, comparing, discussing]</p> <p><b>LIT, CCT, ICU, PSC</b></p>	<ul style="list-style-type: none"> <li>identifying Spanish words borrowed from different languages across time and through political, historical and social changes (for example, words of Arabic origin that start with the prefix al-, such as <i>almanaque, alcachofa, algodón, álgebra, alcohol</i>, and some common interjections also derived from Arabic such as <i>¡hola!, ¡ojalá!, ¡olé!</i>)</li> <li>identifying the movement of language elements across and between times and contexts, such as words from Indigenous languages adopted into Spanish and then exported to other languages (for example, words of Náhuatl origin such as <i>aguacate, chocolate, cacao, chile, chicle and guacamole</i>)</li> <li>noticing components of Spanish language that reflect particular cultural histories and influences, such as technological and scientific terms derived from classical Latin and Greek (for example, <i>continente, vegetación, bacteria, biología, protocolo, mecánico</i>)</li> <li>reflecting on the power of language in terms of their own experience (for example by identifying comments from friends, teachers or public figures that have influenced or affected them)</li> <li>understanding the power of language to influence people's actions and beliefs (for example the language of persuasion in political speeches or community appeals (<i>puede hacer su donación a la..., ofrezca tu tiempo voluntariamente después del terremoto en Chile</i>))</li> </ul>

Years 9 and 10 content descriptions	Elaborations
<p>Understand how language diversity reflects local and global variations in social and cultural relationships and histories</p> <p>[Key concepts: regional variation, indigenous languages, power, symbolism; Key processes: exploring issues, identifying, analysing, comparing]</p> <p><b>LIT, CCT, ICU, PSC</b></p>	<ul style="list-style-type: none"> <li>recognising that in many Spanish-speaking countries other languages are co-official with Spanish (for example, Guaraní in Paraguay, Catalan Galician and Basque/Euskera in Spain and Quiché in Guatemala) and investigating the history and issues surrounding such relationships between languages</li> <li>investigating the status and function of indigenous languages in Spanish-speaking countries, considering issues such as language rights, language death, revival and reclamation efforts, drawing comparisons with Aboriginal languages and Torres Strait Islander languages in Australia</li> <li>exploring the influence of Latin American popular culture in the U.S.A. and the rest of the world (for example, cinema, music and TV channels, telenovelas, sport)</li> <li>considering how moving between standard/national languages and regional or local language varieties/dialects reflects personal, social and political histories (for example, using Catalan or Basque)</li> </ul>
<p><b><i>Role of language and culture</i></b></p> <p>Understand the role of language and culture in shaping cultural identity and consider how learning a second language encourages a broadening of perspectives.</p> <p>[Key concepts: culture, meaning, change; Key processes: reflecting, analysing]</p> <p><b>LIT, CCT, PSC, EU, ICU, ICT</b></p>	<ul style="list-style-type: none"> <li>participating in guided discussion and reflection on the nature and role of 'culture' and its relationship with language, noting any shifts in own attitudes or understandings about culture, identity and diversity as a consequence of learning and using Spanish</li> <li>talking with bilingual speakers about the experience of using more than one language (for example by asking questions such as: Do you identify more strongly with one language? Do you express yourself differently in each language? Do you feel like the same 'you' when speaking each language?)</li> <li>discuss ways in which learning a different language can lead to new ways of thinking or interpreting experience (for example, in relation to family roles and relationships or to different perspectives on the experience of younger or older people)</li> <li>developing language for thinking and talking about cultural representation and expression (for example, perspectives, values, images, stereotypes, inclusions, exclusions)</li> <li>critically analysing text such as advertisements, brochures, catalogues, graffiti and websites in Spanish that show different representations of culture, reflecting on language use, images, symbols</li> </ul>

## Years 9 and 10 Achievement Standard

By the end of Year 10 students interact in written and spoken Spanish to communicate about personal experiences, relationships and aspirations, and broader local and global issues such as the environment, social media and tourism, including issues that pertain to Spanish-speaking countries. They interact with others to make decisions, solve problems and negotiate and plan action in response to issues. When interacting, they use rehearsed and spontaneous language and appropriate protocols (*Perdona, pero no estoy de acuerdo contigo porque ..., me parece mejor ... ¿qué os parece si.....?*) to express and compare opinions, share perspectives, and express agreement or disagreement (*Me parece que..., ¿qué les parece?, Qué Buena, me opongo*). They apply rules of pronunciation, stress and intonation to a range of sentence types. They locate, summarise and analyse information from a range of texts and communicate different perspectives and information in a range of contexts using different modes of presentation. They respond to and create personal, descriptive, informational and imaginative texts for different purposes, audiences and contexts using appropriate Spanish writing conventions. They use grammatical elements including present, imperfect, past and future tenses, reflexive verbs and the subjunctive mood to express emotion (*Como chocolate todos los días, Fui al parque ayer, Salíamos a bailar los fines de semana, Estudiaré informática en la universidad*). They use appropriate forms of possessive adjectives in own language production and cohesive devices and prepositions to create cohesion and interest. They use relative pronouns, (*El programa que miraba era cómico*) relative clauses (*Mi amigo chileno me ha dicho que quiere venir con nosotras al cine*) and adverbial phrases (*a la derecha, con frecuencia*) to extend and elaborate their written texts. They work with Spanish and English to translate and create texts, explaining words or expressions that are culturally specific (*tapas, adobe, vaquero, Vive en el quinto pino, .. más largo que un día sin pan*). They describe their own reactions in intercultural exchanges and explain how their own assumptions and identity influence their language use.

Students describe changes in the role of Spanish as a global language and explain how language both influences and reflects culture. They recognise that many languages are co-official with Spanish in a range of countries such as Guaraní in Paraguay, Quechua in Bolivia, Ecuador and Peru, Basque/Euzkara, Catalan and Galician in Spain. They identify differences in accents and pronunciation across the Spanish-speaking world such as the use of 'zeta' for c and z, silent 's'. They use metalanguage explain features of language (formal and informal language) and grammar (*las formas negativas, el futuro próximo con el verbo ir, masculino, femenino, singular, plural*) and for reflecting on experience of Spanish language and culture learning. They recognise relationships between parts of words (prefixes and suffixes) and stems of words (*desagradable, la camioneta, la reconciliación*) and how word patterns connect (*mercado, mercancía, feliz, felicidad, felicitaciones*). They identify features of different types of texts such as comics, public announcements or street signs, identifying how these reflect cultural perspectives. They recognise that Spanish is used in a variety of ways to achieve different purposes in different contexts and for different audiences. They understand that meanings and interpretations vary according to the cultural assumptions that people bring to interactions, and consider how learning a second language allows one to see oneself from others' perspectives.

## Australian Curriculum: Languages – Spanish – Years 7 to 10 (Year 7 Entry) Sequence

### Scope and Sequence

Communicating				
Using language for communicative purposes in interpreting, creating and exchanging meaning				
Sub Strand	Description	Thread	Years 7 and 8	Years 9 and 10
<b>Socialising</b>	Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action.	Socialising and interacting	Interact with teacher and peers to exchange information about self, family, friends, leisure activities, and to express feelings, likes and dislikes	Socialise and exchange and compare ideas and opinions in relation to issues relevant to their own lives and interests such as relationships, events and aspirations.
		Taking action	Participate in collaborative activities and events that involve planning, making arrangements, transacting and negotiating.	Negotiate with peers to plan and take action on local and global issues and to engage in different forms of spoken and written transactions
		Building the language of classroom interaction	Participate in classroom routines and interactions by following instructions, asking and answering questions and expressing opinions	Participate in class discussions in order to plan and evaluate collaborative activities and tasks that involve expressing and comparing opinions.
<b>Informing</b>	Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge.	Obtaining and using information	Obtain factual information from a range of spoken, written and digital texts, identifying key points and using the information in new ways	Analyse and interpret information, ideas and perspectives obtained from a range of spoken, written and digital texts and present these in new forms
		Conveying and presenting information	Present information on selected topics in spoken, written and digital forms	Organise and present to both familiar and less familiar audiences critical perspectives on information obtained from different sources

## Communicating

### Using language for communicative purposes in interpreting, creating and exchanging meaning

Sub Strand	Description	Thread	Years 7 and 8	Years 9 and 10
<b>Creating</b>	Engaging with imaginative experience by participating in responding to and creating a range of texts, such as stories, songs, drama and music	Participating in and responding to imaginative experience	Engage with imaginative and creative texts such as narratives, poems, songs, films or comics, comparing favourite elements and discussing characters, events and ideas	Respond to a range of imaginative texts by interpreting or modifying them to express own ideas and feelings
		Creating and expressing imaginative experience	Create short imaginative texts such as cartoons, raps and stories to communicate own ideas, experiences and emotions	Produce a variety of creative texts such as adaptations, role-play scripts or short stories to express creative ideas and imagined experiences which relate to the cultures of Spanish-speaking communities
<b>Translating</b>	Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others.	Translating and explaining	Translate and compare simple texts such as public signs, menus and advertisements in Spanish and English, noticing that it is not always possible to translate word for word	Translate texts from Spanish to English and vice versa, noticing and explaining words or expressions that are culturally specific and difficult to translate
		Creating bilingual texts	Create simple bilingual texts such as learning resources, online announcements, games and displays for use in the classroom, school or wider community	Create bilingual texts such as displays, explanatory or promotional material or performances for immediate and virtual environments
<b>Reflecting</b>	Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity.	Reflecting on intercultural experience	Notice while participating in intercultural activities that interaction involves culture as well as language	Consider own reactions when engaging with Spanish speakers and resources and how these may reflect own language and culture
		Identity in intercultural communication	Considering how aspects of identity such as family background, age, and interests impact on intercultural exchange	Consider and discuss their own and each other's' ways of expressing identity, reflecting on the relationship between language, culture and identity

## Understanding

### Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.

Sub Strand	Description	Thread	Years 7 and 8	Years 9 and 10
<b>Systems of language</b>	Understanding the language system, including sound, writing, grammar and text.	Sound and writing systems	Notice the role and importance of pronunciation and intonation in Spanish, for example to distinguish between questions, statements and exclamations, and understand Spanish writing conventions such as inverted question marks at the start of questions	Recognise and apply rules of Spanish pronunciation, stress and intonation, demonstrating awareness of differences in accent and pronunciation across the Spanish-speaking world, and use appropriate writing conventions
		Grammatical system and vocabulary	Understand and use main elements of the Spanish grammatical system including definite and indefinite articles, gender and number variation and agreement, present tense of regular and common irregular verbs and simple sentence construction paying attention to word order	Extend knowledge of and use more complex features and patterns of the Spanish grammatical system including possessive, demonstrative, object and relative pronouns, comparative and superlative adjectives, irregular verbs in the present tense, compound and simple past tenses, future and conditional tenses and an introduction to the imperative mood
		Text structure and organisation	Recognise and describe features of familiar types of text, and notice how these contribute to the making of meaning	Analyse textual features of spoken, written and digital texts and consider how they shape meaning and influence response
<b>Language variation and change</b>	Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place	The variation of language in use	Understand that Spanish like all languages is used in different ways according to roles, relationships and social and cultural contexts	Recognise that Spanish is used in a variety of ways to achieve different purposes in different contexts
		The dynamic and influential nature of language	Understand the dynamic nature of languages	Examine ongoing changes in Spanish as a language of local and international communication, considering the power of language to both influence and reflect culture
		Communicating in the diversity of the Spanish-speaking world	Recognise that Spanish as a global language is spoken in a variety of forms in different communities around the world including Australia	Understand how language diversity reflects local and global variations in social and cultural relationships and histories

## Understanding

Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.

Sub Strand	Description	Thread	Years 7 and 8	Years 9 and 10
Role of language and culture	Analysing and understanding the role of language and culture in the exchange of meaning	The relationship between language and culture	Recognise the inter-connected role and relationship of language and culture	Understand the role of language and culture in shaping cultural identity and consider how learning a second language encourages a broadening of perspectives

DRAFT

**acara** AUSTRALIAN CURRICULUM,  
ASSESSMENT AND  
REPORTING AUTHORITY

[www.acara.edu.au](http://www.acara.edu.au)