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CURRICULUM ELEMENTS

Years 7–8 (Year 7 entry)

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| **Band level description** |
| In Years 7 and 8, students are beginning their learning of Spanish language, and this will be influenced by prior learning and experiences of language learning. Students use Spanish language to describe their personal worlds and interact and collaborate with teachers and peers within and beyond the classroom. Listening, speaking, reading and viewing, and writing activities are supported by modelling, scaffolding and feedback. Students access authentic and purpose-developed spoken, written and multimodal resources which may include conversations, audio and video clips, textbooks, advertisements, blogs and magazines. They use their English literacy knowledge of metalanguage to reflect on similarities and differences between Spanish and English language pronunciation, structures and features. They recognise that language choices reflect cultural identity, beliefs and values. |
| **Achievement standard** |
| By the end of Year 8, students use Spanish language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others’ contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Spanish or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts. Students approximate pronunciation and intonation in spoken Spanish. They demonstrate understanding that Spanish has conventions and rules for non-verbal, spoken and written communication. They comment on aspects of Spanish and English language structures and features, using metalanguage. They demonstrate awareness that the Spanish language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity. |

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| **Strand: Communicating meaning in Spanish** | **Years 7–8 (Year 7 entry)** |
| **Sub-strand: Interacting in Spanish** |
| **Content descriptions**Students learn to: | **Content elaborations**This may involve students: |
| interact with others using modelled language to exchange information in familiar contexts about self and personal worldsAC9LS8EC01  | * exchanging greetings with others using appropriate formal or informal language, for example, ¡Buenos días, clase! Buenas tardes, señor Rodríguez, ¿Cómo está usted? Hola, ¿qué tal Pedro? adiós señora, ¡Hasta luego, amigos!
* introducing and describing themselves, others and posessions, for example, Me llamo David y vivo con mi padre. Mi hermana tiene 24 años y trabaja de abogada, Mi amigo tiene muchos animales en su granja/finca
* expressing likes, dislikes and preferences using simple modelled structures, for example, Me gusta jugar con el ordenador/computador. No me gusta la sopa. Me encanta la música. Mi deporte favorito es la natación.
* interviewing others about their families, pets, likes and dislikes, hobbies and leisure time activities, for example, ¿Tienes hermanos/as? ¿Tienes animales? ¿Qué haces en tu tiempo libre?
* responding to questions about feelings, for example, ¿Cómo está(s)? ¿Qué tal? Estoy estresada ..., estoy contenta ..., estoy cansado ..., estoy aburrido ...
* conversing with others about routines, events and leisure activities using language associated with time and place, for example, Me levanto a las 7. Los fines de semana voy a la playa con mi familia. Mi fiesta de cumpleaños es el domingo.
* discussing significant or special events in their lives with peers or Spanish-speaking teenagers, for example, En mi cumpleaños ceno con mis amigos. Celebro el fin de año con mi familia.
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| develop language to interact in exchanges, routines, tasks and responsibilities related to classroom and interestsAC9LS8EC02 | * responding appropriately to commands or requests, for example, escuchen por favor, haz click sobre la imagen del monumento, escoge la palabra correcta
* following and giving instructions, for example, abran el libro, lee la página 20, escuchad, salgan de clase, escribid en los cuadernos
* asking for help, information or permission, for example, ¿Me puede ayudar …?, ¿Cómo se dice … en español? ¿Puedo ir a beber agua? perdón, lo siento, gracias ¿Puede/s repetir? ¿Puedo ir al baño? ¿Cómo se escribe ...? No entiendo.
* expressing opinions and thoughts using set phrases, for example, ¡qué sorpresa!, de acuerdo / no estoy de acuerdo, prefiero ..., and inviting others to give opinions or suggestions, ¿estás de acuerdo? ¿qué piensas? yo sí / yo no
* assisting the teacher with classroom routines and duties such as roll call, distributing work, giving instructions to peers, assisting with technology, for example, Aquí está tu libro, ¿Está María presente? Luis no está aquí pero Miguel si está aquí
* developing the use of spontaneous interjections, expressions and gestures to maintain simple interactions such as sí sí, bueno …, vale, vale … ¡Bravo!
* playing games and completing activities with peers incorporating language to share, praise, encourage and take turns, for example, tu turno, ahora te toca a ti, ¡bien hecho!, inténtalo de nuevo
* making a simplified Spanish board game to reinforce learning vocabulary and grammatical points while playing with others, for example, Turista Mundial, Scrabble En Español, Lotería, Mirar y Recordar memory game
* playing a true and false game relating to routines, interests and personal details, in groups or pairs, taking turns to say 3 statements, 2 true and 1 false, with others guessing the information that is false, for example, Me gustan las serpientes. Me despierto a las 6 de la mañana. No desayuno.
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| engage in modelled non-verbal, spoken and written exchanges with peers to organise activities relating to daily life and school environment AC9LS8EC03 | * working with peers to produce bilingual signs/flyers and posters to promote sustainability and waste reduction within the school community, for example, labelling bins and containers, reciclaje, basura, basura orgánica, papel, cartón
* working together to produce class reference materials such as wall charts or visuals, to display key vocabulary and structures used regularly in the classroom, and promote Spanish learning, for example, ¡No te rindas! ¡Estudia español!
* participating in imagined scenarios such as an Amazing Race, Cluedo, asking for and giving directions, information and assistance, for example, ¿dónde está la biblioteca? A dos cuadras a la derecha, necesito un mapa de la escuela, sigue hacia la izquierda
* participating in real or simulated transactions such as purchasing food or tickets, for example, ¿cuánto cuesta? ¡qué caro/barato! ¿acepta tarjeta de crédito? ¿a qué hora es el próximo …?
* emailing, messaging or using secure online applications to chat about plans and daily life experiences using present tense, for example, El/los lunes juego al tenis, El/los viernes compramos la comida de la semana, El/los domingo/s visitamos a mi familia
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| **Sub-strand: Mediating meaning in and between languages** |
| locate and process information and ideas in familiar spoken, written and multimodal texts, responding in ways appropriate to cultural context, purpose and audienceAC9LS8EC04 | * identifying details and key points of information from authentic resources or teacher-created texts, for example, using weather reports, news/sport reports, real estate descriptions or menus, and deciding which points to incorporate in a new text type such as a floor plan or a promo poster for foods from a menu
* locating, classifying and summarising information collected from sources such as menus, notices, timetables, packaging or retail catalogues, for example, creating a shopping list and recording prices of items, noting vegetarian options on a menu, classifying items by colour, shape, type, etc.
* conducting simple surveys or interviews with others about familiar topics such as pets, likes/dislikes, hobbies, then interpreting the results and recording in a graph, table or graphic, for example, Siete personas en la clase tienen gato, 90% tiene perros
* listening to, reading or viewing First Nations Australian authors’ stories in English and responding to them in spoken or written Spanish
* identifying key points of information in short spoken or recorded texts such as phone messages, announcements or television advertisements, and transposing them to note form for own reference or to communicate to others
* identifying and describing characters and events in a movie, story or comic such as Manolito Gafotas, by responding to structured questions, for example, ¿Cómo se llama el chico de verdad? ¿Por qué tiene ese mote? ¿Cuántos años tiene? ¿Cómo es su familia? ¿Quiénes son sus amigos?
* navigating secure online applications such as digital maps or timetables to find out about transport and services in a Spanish-speaking country, using information in a simulated conversation with a taxi driver or person in a hotel, for example, ¿Dónde está la farmacia? Está enfrente del banco. Toma la primera calle a la derecha.
* locating specific information about a person, place or event, describing characters ¿Quién? ¿Qué?, events ¿Qué pasa? ¿Cuándo?, settings ¿Dónde?, and key ideas ¿Por qué?, and establishing sequence, for example, primero … luego … después … por fin/finalmente …
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| develop and begin to apply strategies to interpret, translate and convey meaning in Spanish in familiar contexts AC9LS8EC05 | * translating short texts such as public signs or community notices from Spanish to English, and vice versa, identifying problems encountered and noticing similarities and differences in how the messages are conveyed, for example, the Spanish use of impersonal se in signs compared with the English use of imperatives, for example, se prohibe fumar
* using print and online dictionaries to assist in the translation of simple texts, noticing that some words are pronounced or written the same way but may have different meanings, for example, ay/hay, cien/sien, hola/ola
* recognising cognates and the possibility of encountering ‘false friends’ when translating between Spanish and English, for example, carpet/ folder, contester/answer, deporte/sport, pie/foot, and that these may hinder translation or create misunderstanding and confusion
* identifying Spanish/English cognate patterns that can be used to predict meaning or obtain gist, for example, in verb endings, suffixes/prefixes, and similar words
* developing techniques to infer meaning of unfamiliar vocabulary and structures in a text, for example, highlighting known and unknown words in different colours and discussing strategies to predict meaning or fill gaps without relying on a translator
* understanding the distinction between literal and non-literal translation, and identifying expressions in Spanish or English that may make no sense when translated literally into the other language, for example, pasarlo bomba, tomar el pelo, meter la pata, ‘she’ll be right’, ‘a piece of cake’
* recognising that abbreviations are used in both Spanish and English texts, for example, tq=te quiero, pq=porque, CU=See you, LOL= jajaja, and considering the use and effects of abbreviations for a range of audiences
* observing live or recorded Spanish language interactions in different contexts, and recognising that communication extends beyond spoken language, including body language, gestures, levels of politeness and tone
* noticing variations in language use based on the age, gender and social relationships of speakers and the context and purpose of interactions, for example, selecting appropriate greetings and terms of address for people of different ages or status, Hola, ¿qué tal, Diana? Buenas tardes, Señor Méndez, Diga, ¿quién llama?
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| **Sub-strand: Creating text in Spanish** |
| create spoken, written and multimodal, informative and imaginative texts using appropriate vocabulary, expressions, grammatical structures, and some textual conventions AC9LS8EC06 | * preparing a presentation by following a format that includes a greeting, introduction and sequenced ideas, for example, Buenos días. Hoy voy a hablar de los koalas. Voy a compartir su descripción física, su dieta y dónde viven. Los koalas son animales muy simpáticos.
* composing and performing a role-play based on a real or imagined scenario, for example, meeting a new student, ¿cuál es tu asignatura favorita? or going to the shops, ¿dónde está la panadería?
* producing informative texts that combine print, digital or visual elements for specific audiences, for example, creating a brochure or video about their school or community for a Spanish-speaking audience, Esta es la biblioteca donde hay libros; a digital personal profile for class peers, Mi música favorita es el rock; or a presentation of their dream home, Mi casa ideal es/está …
* creating a print or digital poster in Spanish to promote travel to a significant cultural location on a First Nations Country/Place, including what to see and do
* creating resources such as posters or displays to create awareness of relevant issues, for example, the environment, la basura a la papelera; use of technology, respeta online/en línea; and school etiquette, camina por la izquierda
* writing a story by composing captions for a sequence of pictures or images, for example, Hay una familia. La familia está en el parque. El parque tiene un lago con patos …
* creating characters, situations or events in a range of texts designed to entertain others, such as a short narrative, digital photo story, comic strip, or a page of a big book for younger students, for example, Mi monstruo vive en el espacio y come estrellas
* writing the first part of a short narrative, and exchanging with a peer to write the next section, repeating until the text is complete and reading aloud, or folding the paper so the next person cannot see what was previously written to create a funny story, for example, Es martes por la tarde y …, Las dos chicas están en el colegio …
* planning and presenting a performance for non-Spanish speakers, with bilingual and explanatory commentary
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| **Strand: Understanding language and culture** | **Years 7–8 (Year 7 entry)** |
| **Sub-strand: Understanding systems of language** |
| **Content descriptions**Students learn to: | **Content elaborations**This may involve students: |
| recognise and use features of the Spanish sound system, including pitch, rhythm, stress, pronunciation and intonation, and demonstrate understanding of how these are represented in familiar contextsAC9LS8EU01 | * recognising that many of the letters of Spanish and English have the same sounds, with some exceptions and additions, such as ñ
* understanding that in Spanish there is only one sound for each vowel
* recognising and practising the different Spanish vowel and consonant sounds through simple rhymes, for example, silent h, j, g, x, and ll
* spelling their name aloud in Spanish, for example, M-a-r-t-í-n /eme-a-erre-te-i-ene
* recognising variations in intonation required to form statements, questions and exclamations, for example, Eres de Australia ¿Eres de Australia? ¡Eres de Australia!
* listening to statements, exclamations and questions read aloud, using intonation cues and transcribing what they hear with appropriate exclamation or questions marks where relevant, for example, ¡Comes mucho! ¿Comes mucho?
* using own phonetic notes to help their pronunciation and intonation, for example, Vi series y pelis /bee seh-ree-ehs i peh-lees/, inglés /in- glehs/
* applying pronunciation rules to common tongue twisters such as Tres tristes tigres tragaban trigo en un trigal.
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| develop knowledge of, and use structures and features of, the Spanish grammatical and writing systems to understand and create spoken, written and multimodal textsAC9LS8EU02 | * recognising that Spanish has 22 consonants and 5 vowels
* noticing and applying the different rules of capitalisation in Spanish and English, for example, lunes, marzo, matemáticas
* identifying and applying graphic symbols, such as ñ, tildes, ¿…? ¡…! on keyboards and in writing systems
* understanding and applying grammatical gender rules such as o and a at the end of nouns, and common exceptions, for example, mano (feminine), día (masculine)
* developing awareness of additional gender patterns in word endings, for example, el/la -ista, el/la -ante, la -ción, la -dad, el -or, el -aje, el -ero/la -era
* using appropriate definite and indefinite articles that agree in gender and number to noun, for example, el, la, los, las, un, una, unos, unas; noticing some common exceptions to the rule, for example, el día, la mano, el lápiz/ los lápices
* understanding that adjectives and possessives agree in number and gender with nouns, paying attention to word order, for example, la casa amarilla, las niñas divertidas, los perros rápidos, el estudiante trabajador/la estudiante trabajadora, mi familia, mis amigos/as, tu estuche rojo, su ordenador/sus ordenadores nuevo/s
* developing knowledge of number and gender agreement with demonstratives, for example, este, ese, aquel/esta, esa, aquella; ordinal numbers, for example, primero/a, segundo/a, tercero/a; and basic quantifiers, for example, mucho/a/os/as, bastante/s, poco/a/os/as
* understanding the form and function of subject pronouns yo, tú, vos, él, ella, usted, nosotros/as, vosotros/as, ellos/as, ustedes, and how they determine verb endings in conjugations, for example, esta es María, la hermana de Juan. Ella está en la escuela primaria y él está en el año 8
* understanding and using the 3 conjugations for the present tense of regular verbs -ar/-er/-ir, and commonly used irregular verbs, for example, ser, estar, tener, ir
* recognising that there are multiple versions of the verb ‘to be’ in Spanish such as ser and estar, and identifying the main uses of each, for example, soy Alicia (permanent), estoy bien (temporary), somos peruanos (nationality), estamos en clase de español (location)
* using verb conjugations in affirmative, negative and interrogative forms, for example, ¿Cuál es tu nacionalidad? Soy china-australiana ¿Y tú, qué idiomas hablas? Yo no hablo chino, pero hablo inglés y español.
* seeking information using interrogatives, for example, ¿qué ...? ¿cómo ...? ¿cuándo ...? ¿quién ...? ¿dónde ...? ¿cuántos/as ...? ¿por qué ...? ¿cuál ...?
* using prepositions of place, for example, está entre los árboles, and the contractions al (a + el) and del (de + el), such as está al lado del patio
* linking ideas using connectives, for example, y (e), o(u), pero, porque
* recognising the functions of elements such as prefixes and suffixes, and their importance in word building and changing meaning, for example, repasar, repaso, casa, casita, caserón, casero, jugar, un juego, jugador
 |
| compare Spanish language structures and features with English, using familiar metalanguage AC9LS8EU03 | * developing awareness that different verbs are used in Spanish and English for certain expressions, for example, tengo 12 años (I am 12 years old) ¿tienes hambre? (Are you hungry?) Hace frío (It is cold)
* identifying do/does as an interrogative/negative auxiliary in English and how it differs in Spanish, for example, “Do you live in Costa Rica?” ¿vives en Costa Rica? “I don’t live in Costa Rica” no vivo en Costa Rica
* understanding the difference in expressing decimal points in Spanish and English, for example, $2,000 (2.000€) and 1.75m (1,75m) height; observing that in some English-speaking countries the imperial system is an alternative to the decimal system, for example, 3 feet (0,91m)
* recognising that register shifts according to familiarity and social position, for example, using different pronouns and the corresponding verb endings in formal or informal interactions such as ¿cómo se llama usted? ¿cómo te llamas?
* building metalanguage to understand and discuss grammatical structures and vocabulary in Spanish and English, for example, infinitivo, presente, género, masculino, femenino, número, singular, plural, adjetivo, sustantivo, forma negativa e interrogativa, and comparing with equivalent terms in English
* comparing key structures and features of familiar Spanish and English texts by identifying the intended purpose and audience, such as in recipes, announcements, road signs or instructions, for example, Primero, se pelan las patatas ... Señores pasajeros, el tren con destino ..., SE RUEGA SILENCIO. Escribir la respuesta a las siguientes preguntas ...
* discussing Spanish and English word order and syntax, noticing similarities and differences, for example, noun before adjective in Spanish; showing possession, for example, using apostrophe ‘s in English, using preposition de in Spanish
* comparing the ways to express ‘you’ in Spanish, for example, tú, usted, ustedes, vosotros, vosotras, vos and ‘you’ in English
* recognising the influence of Spanish language and culture(s) on English and other languages by identifying loan words such as patio, tango, taco, chocolate, tomato, guacamole and siesta, noting how they are pronounced by English speakers
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| **Sub-strand: Understanding the interrelationship of language and culture** |
| recognise how identity is shaped by language(s), culture(s), attitudes, beliefs and valuesAC9LS8EU04 | * viewing interactions between Spanish-speaking people and recognising register as well as comparing culturally determined manners or behaviour, for example, kisses on the cheek or formal/informal address
* listening to and reading traditional texts such as leyendas, fábulas, rimas y refranes, identifying key messages, beliefs and values, and comparing aspects that may be similar or different across cultures
* identifying that a sense of identity and belonging is important across all cultures and discussing how it may be expressed, for example, through family or community, actions, behaviours or self-perception
* examining, in Spanish or English, how First Nations Australian languages have strong connections to Country/Place locations and how these can be compared with language variations across Spanish-speaking countries and regions
* exploring language features that reflect and embody cultural values and history, for example, regional differences in naming conventions such as the use of apellidos, composite names and religious-based name order María José/José María
* identifying elements of ways of communicating and behaving in Spanish that may be unfamiliar to people from different contexts and cultures, for example, ways of expressing wishes, social interactions, celebrating events, or rituals associated with sports
* considering language use depending on the context and relationship, for example, calling someone gordito as a term of endearment, not insult
* understanding that languages and cultures change continuously due to contact with and influences from other languages and cultures, and in response to new ideas and developments, for example, tuitear, globalización, chatear, bloguear, cliquear, presionar control click
* collecting examples of Spanish word borrowings from other languages, for example, fútbol, shopping, básquetbol, canguro, chófer, pizza, chau
* observing that many Spanish speakers may be multilingual and can move between languages to achieve different purposes, and to draw on additional communicative resources, for example, Gallego, Euskera, Catalán, Guaraní and Aimara
* examining what is most important to them and their way of life, for example, creating a personal slogan/motto and crest to reflect aspects of their identity using Spanish words, phrases, expressions such as siempre sé positive, and symbols
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Years 9–10 (Year 7 entry)

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| **Band level description** |
| In Years 9 and 10, Spanish language learning builds on each student’s prior learning and experiences. Students use Spanish to initiate and sustain interactions while sharing their own and others’ experiences of the world. They listen, speak, read and view, and write to communicate with other speakers of Spanish in local and global settings through authentic community and online events. They continue to receive guidance, modelling, feedback and support from peers and teachers. Students use authentic and purpose-developed resources, increasingly of their own choice, to access and/or create a range of spoken, written and multimodal texts which may include textbooks, audio and video clips, magazines, online and print articles, and social media. They acknowledge that there are diverse influences on ways of communication and cultural identity, and that these influences can shape their own behaviours, beliefs and values. |
| **Achievement standard** |
| By the end of Year 10, students initiate and sustain Spanish language to exchange and compare ideas and experiences about their own and others’ personal worlds. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in Spanish or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of spoken and written Spanish to create texts. Students apply features and conventions of spoken Spanish to enhance fluency. They select and apply knowledge of language conventions, structures and features to interact, make meaning and create texts. They support discussion of structures and features of texts, using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning Spanish, to discuss how this learning influences their ideas and ways of communicating. |

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| **Strand: Communicating meaning in Spanish** | **Years 9–10 (Year 7 entry)** |
| **Sub-strand: Interacting in Spanish** |
| **Content descriptions**Students learn to: | **Content elaborations**This may involve students: |
| initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, opinions and experiences about their own and others’ personal worldsAC9LS10EC01 | * initiating conversations with peers, family and others, using expressions such as ¿Qué pasa? ¿Cómo estás hoy, profe? ¡Qué buen tiempo!
* expressing, comparing and explaining likes, dislikes and preferences, for example, Me gusta más el baloncesto que el fútbol. Me encanta la historia porque me parece interesante. Nuestro colegio es grandísimo, es el más grande de la ciudad. Lo que más me gusta hacer los fines de semana es estar con mis amigos.
* interviewing other teenagers to build relationships and share views on aspects of young people’s lives, such as friends, responsibilities, interests and aspirations, for example, ¿qué te gusta hacer los fines de semana? ¿qué tareas haces en casa? ¿te interesa la música? ¿qué te gustaría hacer en el futuro?, for example, ‘speed peer dating’, tomar un año sabático, viajar por el mundo, hacer voluntariado
* developing non-verbal and spoken techniques and strategies to maintain the flow and authenticity of conversations using spontaneous interjections, expressions and gap fillers, for example, mira …, ¡Vale! / ¿Me entiendes? ¡Dios mío! ¡Qué guay!
* sharing impressions of past experiences and significant events, for example, en mis vacaciones, primero fuimos a …, después ..., durante la segunda semana ... y entonces ..., fue fenomenal ..., al final ... y ¿Qué tal tus vacaciones?
* discussing personal views on topics such as acoso escolar, ideal de belleza and música, using expressions such as de ninguna manera … claro que sí ... to link and elaborate ideas in round table discussion or debate
* using appropriate discussion strategies such as active listening, showing interest, acknowledging others’ opinions, responding to, elaborating and extending ideas, for example, Perdona, pero no estoy de acuerdo contigo porque …, Me parece mejor …, ¿Qué os/les parece si …?
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| use Spanish language in exchanges to question, offer opinions and compare and discuss ideas  AC9LS10EC02 | * participating in class discussions or activities to express opinions and reflect on those of others, for example, in a game of ‘4 corners’, where students move according to their opinion and then respond to others in opposing corners, me parece que …, ¿qué les parece? ¡qué buena idea! no me parece una buena idea
* expressing thoughts about the pros, cons and limitations of ideas and issues raised regarding a given topic, for example, creo que ... porque, prefiero …, es más útil que …, tiene menos … que, en primer lugar, creo ... ahora creo que …, (no) estoy de acuerdo
* participating in debates about current issues of interest, using language of persuasion and suggesting possible solutions, for example, pienso+infinitive, ¿qué opinas? en mi opinión …, se debe …, se puede …, es necesario
* using slogans to support arguments, such as si no reciclas, reusa, si no reusas reduce. Pero ¡haz algo! Si no limpia, no ensucie, No arroje basura, ayude a cuidar el medio ambiente.
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| use non-verbal, spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peers AC9LS10EC03 | * planning and producing resources such as websites, posters or online features about issues related to the Spanish-speaking world or wider community, such as migration or recycling, for example, creo que primero deberíamos escribir ..., es evidente que …, una opción es …
* emailing, messaging or using secure online applications to chat about and reflect on previously planned experiences such as a class excursion, camp, party, assembly presentation, and what they may do differently, for example, El campamento fue muy divertido, hicimos surf e hicimos una hoguera … Pero la próxima vez traeré más comida.
* planning and playing a game of charades and reflecting on the importance of non-verbal communication and gestures to make meaning
* discussing and negotiating a resolution to a common problem such as a disagreement with others, managing study commitments, or making a polite complaint, for example, ¿Qué tengo que hacer? no quiero discutir ..., no tengo tiempo para estudiar ...
* organising, planning and completing all the stages of preparation for an event such as the end of year dance, a trip, fundraiser, winter sleep out or camp trip, keeping a weekly journal about the process, what they are learning, what they need to do, and writing a reflection after the event, considering what they may do differently next time
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| **Sub-strand: Mediating meaning in and between languages** |
| interpret information, ideas and perspectives in a wide range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience AC9LS10EC04 | * reading tourist brochures and travel websites about diverse locations in Spanish-speaking communities, identifying and comparing features of local lifestyles, such as food and festivals, reflecting on how modern or traditional these cultural manifestations are, for example, el Día de los Muertos being rooted in Mexico and then embraced in the USA
* obtaining information about a festival, experience, event or tourist site and writing a series of postcards in the voice of a journeying character, using guiding questions to plan, for example, ¿Dónde estás? ¿Te gusta? ¿Por qué o por qué no? ¿Qué te ha pasado hasta ahora? ¿Qué es sorprendente? ¿Qué has aprendido hasta ahora, sobre ti mismo o sobre los demás? ¿Qué vas a hacer?
* accessing a range of texts on travel to Spanish-speaking countries and writing a dot point ‘checklist’ or ‘to-do list’ for a real or imagined travel adventure, for example, obtener un pasaporte y una visa, planificar un itinerario, comprar boletos ...
* listening to or reading First Nations Australians’ stories in English, and creating a profile of them in Spanish
* watching a documentary on global issues such as el cambio climático or las redes sociales, and summarising the data in a graph or infographic to share with class
* analysing and comparing information obtained from a range of sources on topics of social and cultural interest such as announcements, reports, interviews, and summarising and presenting information to peers in conversation, a shared website or class blog, for example, el cine latinoamericano comtemporáneo, el efecto del turismo en las Islas Galápagos or los refugiados en España, la expansión del español por el mundo or las expectativas familiares y culturales
* identifying different perspectives in texts such as in articles, reports or blogs, by distinguishing between facts and opinion, for example, regarding fiestas tradicionales
* gathering information from a range of sources, including personal commentaries by Spanish-speaking peers and adults about social, historical, environmental issues or cultural aspects of Spanish-speaking communities, and using preferred mode of presentation to share information with others
* responding to imaginative texts by modifying key elements, for example, incorporating a new character, event, humour or suspense, parodying an advertisement or devising an alternate ending to a story
* researching, presenting and taking a position on issues relating to contemporary topics such as Los efectos de las redes sociales en la vida de los jóvenes
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| apply strategies to interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contextsAC9LS10EC05 | * translating words or expressions that reflect culturally embedded references and concepts, for example, the word sobremesa or the practice of tutear
* analysing Spanish translations of familiar English language texts, identifying aspects that got ‘lost in translation’, for example, comparing the English subtitles of a movie dubbed in Spanish with the original English-speaking version and discussing what was different and why
* developing personal tools to resolve communication challenges such as responding to breakdowns in communication by rephrasing, asking peers or the teacher for clarification or repetition, for example, Repite/a por favor. ¿Puede/s explicarlo otra vez?
* expanding awareness of ‘false friends’ by recognising that Spanish and English words with the same origin may take a separate path in each language, or words with different origins may resemble each other by coincidence, for example, constipado, ropa, embarazada, campo, decepción, etc.
* identifying challenges associated with the translation of simple texts such as short letters or conversations, and deciding whether different information or language structures are required in the translated version, for example, idioms, salutations, respectful terms, absence of pronouns, etc.
* evaluating the effectiveness and risks associated with online translation tools, for example, conducting a ‘back translation’ of a well-known text, and commenting on the translation issues and why they may occur
* identifying levels of formality in spoken and written texts, and considering what these convey about social relationships and processes, for example, reflections of status, authority, respect or intimacy, Disculpe. ¿Podría decirme ...? Perdone que le interrumpa, ... Me gustaría tomarme un café contigo, ¡Oye tío! ¿Por qué no vamos al partido mañana, ¡compa, qué bueno verte!
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| **Sub-strand: Creating text in Spanish** |
| create spoken, written and multimodal, informative and imaginative texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences AC9LS10EC06 | * working collaboratively to create a brochure to identify aspects of their city/town/region likely to be of interest to Spanish-speaking visitors of the same age
* creating promotional and informative bilingual texts to promote events or to support activities, for example, promotion of Día de la Raza or fundraising for humanitarian help in a Spanish-speaking community
* presenting a personal or shared perspective on topics such as fashion, music, cinema or social media, using formats such as displays, secure online posts or oral presentations to provide critical or explanatory commentary
* writing a journal entry, or contributing to a school newsletter in Spanish reflecting on the impact of a visit to a significant cultural location on a First Nations Country/Place, and, with permission, referring to cultural knowledge of the site
* selecting picture cards, cartoons, famous digital images or rolling a ‘picture die’, using images of someone crying, angry, laughing, etc., and writing a short story or commentary using spontaneous language and humour, for example, a person with a shocked face with the caption ¡Mi cara después del examen de matemáticas!
* adapting familiar stories or fictional characters by creating new situations or different effects, for example, popular cartoons such as Mafalda
* composing performance texts such as skits, raps or poems to amuse, entertain and engage other learners of Spanish, for example, writing a poem to a rhythmic beat
* composing simplified versions of classic stories such as Caperucita Roja or Los doce enanitos for a second language learner audience
* experimenting with modelled poetic devices such as rhyme, repetition, onomatopoeia to intensify emotion, mood or feeling to create own poems, songs or performances, using language, voice and gesture to create specific effects
* working in pairs to write a text message or social media commentary based on an example, incorporating handles, @ and # symbols, for example, ¿Cómo es el clima allí? # vamos a la playa @ Cancún
* writing the first, middle or last part of a text in the genre of their choice, and exchanging with peers to write the missing section following the same style, themes and conventions, for example, Mis últimas vacaciones, El día que yo ..., Mi aventura a ...
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| **Strand: Understanding language and culture** | **Years 9–10 (Year 7 entry)** |
| **Sub-strand: Understanding systems of language** |
| **Content descriptions**Students learn to: | **Content elaborations**This may involve students: |
| apply features of the Spanish sound system, including pitch, rhythm, stress, pronunciation and intonation, and show how these are represented in familiar and some unfamiliar contextsAC9LS10EU01 | * recognising the importance of appropriate intonation, stress, tone and pronunciation for making meaning and communicating, for example, estudio versus estudió, el versus él, perro versus pero
* pronouncing consonants according to vowel combinations, for example, gente, agua and gas, and the double consonants ll and rr compared with the single l and r
* understanding variation in pronunciation across the Spanish-speaking world, such as the pronunciation of ce and ci in different regions, for example ceceo or seseo, gracias, Cecilia, and the soft sh pronunciation of ll and y in Argentine Spanish, for example, calle/cashe
* using the Spanish pronunciation of letters to spell words and phrases aloud, and applying correct terminology for accents and marks, for example, tilde, acento, diéresis
* listening to and reciting texts such as poems, stories, tongue twisters or song lyrics to familiarise themselves with the rhythm and musicality of the language, for example, proverbios y cantares de Antonio Machado, Guantanamera de José Martí, Juan junta juncos junto a la zanja
* identifying the use of pitch, rhythm, stress and intonation in different audio tracks, intended purpose and how they affect the speaker, for example, Es hora de escuchar el reportaje de ...
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| select and use structures and features of the Spanish grammatical and writing systems to enhance meaning and create spoken, written and multimodal texts AC9LS10EU02 | * knowing when to omit definite and indefinite articles, and adjusting for gender-change cases, for example, quiero ser ingeniera; el capital versus la capital
* using collective nouns such as gente and familia, and noticing the use of singular verbs, for example, La gente en Australia pasa mucho tiempo al aire libre. Mi familia tiene una casa en la playa.
* noticing some changes in meaning when the adjective precedes the noun, for example, Una gran casa/ Una casa grande, Un solo perro/Un perro solo
* using comparatives and superlatives, including some irregular forms, for example, mejor que ..., peor que ..., el mayor, el menor, más ... que, menos ... que, el más ..., ... ísimo/a, tan ... como
* understanding and using indefinite adjectives and pronouns, for example, alguno/a/os/as, ninguno/a/os/as, otros/as, todos/as, alguien, nadie, nada, algo, todo, noticing the constructions with a double negative, for example, No hay nadie en clase, No tenemos nada
* using possessive and demonstrative pronouns such as aquel es el tuyo, este es el mío, and neutral demonstratives ¿Qué es esto? Me gustó aquello que dijo.
* understanding the use of relative pronouns in familiar contexts, for example, que, el/la/los/las que, quien/es, el/la cual, los/las cuales, donde
* using modelled structures that contain direct and indirect objects, for example, ella compró flores para él, ella se las compró
* recognising different past tense forms such as preterite, imperfect, and past perfect, and comparing the uses with English past tense forms, for example, Marcos nació en Filipinas, él llamaba a su hermana cuando la necesitaba …, hemos estudiado los tiempos pasados
* understanding and using regular and irregular forms of the preterite/pretérito indefinido, for example, canté, bebí, escribí, and fui, estuve; and temporal markers such as ..., ayer …, el año pasado … hace 2 años
* understanding and using the immediate future, –ir a + infinitive, for example, yo voy a ir al concierto con mis amigos
* recognising future and conditional tenses and their conjugational patterns, for example, mañana iremos de excursión al zoo, me gustaría visitar México
* elaborating on ideas or providing additional details with prepositions, for example, por, para, con, sin, hacia
* understanding the function of impersonal expressions such as se necesita ..., se habla ..., se dice ..., se puede ..., hay que ...
* using cohesive devices in complex sentences, for example, por lo tanto, además, sin embargo, al contrario de, de la misma manera
* forming adverbs from adjectives, for example, normalmente, seguramente, probablemente
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| reflect on and evaluate Spanish texts, using metalanguage to discuss language structures and features AC9LS10EU03 | * comparing language features of Spanish and English versions of different types of texts such as menus, weather reports, advertising, text messages or horoscopes, noting differences that may be culturally significant
* understanding textual elements that provide coherence at a whole text level such as cohesive devices, introductions and summaries, linked paragraphs, and sequencing of ideas, for example, por lo tanto …, en primer lugar …, en conclusión …
* reflecting on how grammatical and vocabulary choices shade meaning and establish register, for example, the use of formal or informal pronouns usted, ustedes/ tú, vosotros/as, the use of forms of address don Juan, doña Pepa, señor Martínez, señoras y señores, damas y caballeros, Pedro y Sonia, and the use of abbreviations and slang mi cole es guay
* researching Spanish words borrowed from different languages across time and through political, historical and social changes, such as words of Arabic origin that start with the prefix al-, for example, almanaque, alcachofa, algodón, álgebra and alcohol, and some common interjections such as ¡hola!, ¡ojalá!, ¡olé!, also derived from Arabic
* using metalanguage to discuss language structures and features in Spanish, for example, sujeto, verbo, objeto, verb tenses pretérito, futuro, tiempo compuesto, participio pasado, and other features sinónimo, concordancia, párrafo
* explaining how language is used differently to achieve different purposes, for example, the use of contractions, emoticons and acronyms in text messages for the purposes of speed and economy, and the use of slang, specialised or inclusive language to establish shared interest or identity
* investigating how social media, globalisation, technology and popular culture have influenced Spanish language over time, and explaining how expressions have been adapted, such as chatear, Guglear, resetear, poner algo en mi perfil, darle, or when the English word is used with Spanish, for example, tomar un selfie, mover el mouse en la computadora
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| **Sub-strand: Understanding the interrelationship of language and culture** |
| reflect on and explain how identity is shaped by language(s), culture(s), attitudes, beliefs and values, and how these affect ways of communicating AC9LS10EU04 | * recognising that Spanish language continues to evolve due to exposure to other cultures, globalisation, trends, technology, social media, and population growth and migration, for example, the natural use of Spanglish in USA
* recognising that many Spanish-speaking countries have indigenous languages that are co-official Spanish languages, such as Guaraní in Paraguay, Catalán, Galician/gallego and vasco/Basque/Euskera in Spain, and Quiché in Guatemala, and investigating the history and links between languages and how they are maintaining or contributing to cultural identity
* recognising that Spanish coexists with multiple indigenous languages and dialects in many Spanish-speaking countries, and that this reflects the cultural and linguistic diversity of these nations, for example, the recognition of many co-official languages in Mexico
* reflecting on and explaining the protocols required to authentically co-create an Acknowledgement of Country/Place with a First Nations Australian, to present in Spanish to a group of Spanish-speaking visitors at a school assembly
* exploring the influence of Latin-American popular culture in the United States and the rest of the world, for example, bilingual movies, music, television channels, ‘telenovelas’, sport, rituals, festivals, etc.
* considering how regional and national perspectives influence the use of language and sense of identity relating to place/country, for example, Catalan/catalán or Basque/vasco, north or south regions of Chile, sierra versus costa
* interviewing bilingual peers, family members or guests about the experience of using more than one language, for example, by asking questions, 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?
* discussing ways in which learning a different language can lead to new ways of thinking or interpreting experiences, for example, understanding of others’ way of life, empathy for second language learners, breaking down stereotypes or assumptions, developing patience and resilience and the ability to self-reflect
* analysing texts such as advertisements, brochures, catalogues, graffiti and websites in Spanish that show different representations of culture, reflecting on language use, images and symbols, for example, the slogan pura vida
* researching heraldry, crests and coats of arms from Spanish-speaking countries and sporting teams, for example, Chile with the crowned Huemul and Condor and motto, Por la razón o la fuerza, creating their own family or personal crest with symbols and a slogan/motto important to their identity, and writing a descriptive explanation
* discussing and reflecting on the nature and role of culture and its expression through language, for example, noting own attitudes or understandings about culture, identity and diversity as a result of learning and using Spanish
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