

# Prep–Year 10 Spanish

## Australian Curriculum Version 9.0: Sequence of content descriptions

The following table provides a sequence of content descriptions aligned to the strands and sub-strands for Prep–Year 10 Spanish. Content descriptions identify the learning area’s essential knowledge, understanding and skills. This resource can be used to support curriculum planning. A similar resource is available for Years 7–10 Spanish (Year 7 entry sequence).

Strand: Communicating meaning in Spanish						
Sub-strands	Prep	Years 1–2 band	Years 3–4 band	Years 5–6 band	Years 7–8 band	Years 9–10 band
Interacting in Spanish AC9LSF01		recognise and respond to modelled classroom-related greetings, instructions and routines, and personal introductions AC9LS2C01	initiate exchanges and respond to modelled questions about self, others, and classroom environment, using formulaic expressions AC9LS4C01	initiate and sustain modelled exchanges in familiar contexts related to students’ personal worlds and school environment AC9LS6C01	initiate and sustain exchanges in familiar and some unfamiliar contexts related to students’ experiences, feelings and views, adjusting their language in response to others AC9LS8C01	initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to students’ own and others’ experiences of the world, adjusting their language in response to others AC9LS10C01
			participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues AC9LS2C02	participate in activities that involve planning with others, using a range of familiar phrases and modelled structures AC9LS4C02	participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas AC9LS6C02	collaborate in activities that involve the language of transaction, negotiation and problem-solving to plan projects and events AC9LS8C02
Mediating meaning in and between languages		locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases AC9LS2C03	locate and respond to key information related to familiar content obtained from spoken, written and multimodal texts AC9LS4C03	locate and process information and ideas in a range of spoken, written and multimodal texts, and respond in different ways to suit purpose AC9LS6C03	interpret information, ideas and opinions in a range of spoken, written and multimodal texts, and respond appropriately to cultural context, purpose and audience AC9LS8C03	evaluate and synthesise information, ideas and perspectives in a broad range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience AC9LS10C03
		notice that language carries cultural meaning in classroom-related greetings, introductions, instructions and routines AC9LS2C04	develop strategies to comprehend and adjust Spanish language in familiar contexts to convey cultural meaning AC9LS4C04	apply strategies to interpret and convey meaning in Spanish language in familiar non-verbal, spoken and written cultural contexts AC9LS6C04	interpret and adjust non-verbal, spoken and written language to convey meaning in Spanish language in familiar and some unfamiliar cultural contexts AC9LS8C04	interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts AC9LS10C04
Creating text in Spanish		use words, familiar phrases and modelled language to create spoken, written and multimodal texts AC9LS2C05	create and present informative and imaginative spoken, written and multimodal texts using formulaic expressions, simple phrases and sentences and modelled textual conventions AC9LS4C05	create and present a range of informative and imaginative spoken, written and multimodal texts using a variety of modelled sentence structures to sequence information and ideas, and conventions appropriate to text type AC9LS6C05	create and present spoken, written and multimodal, informative and imaginative texts for specific purposes, selecting vocabulary, expressions, grammatical structures, features and conventions appropriate to text type and context AC9LS8C05	create and present informative and imaginative texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures and a range of features and conventions to engage different audiences AC9LS10C05

Strand: Understanding language and culture						
Sub-strands	Prep	Years 1–2 band	Years 3–4 band	Years 5–6 band	Years 7–8 band	Years 9–10 band
Understanding systems of language	explore, with support, language features of Spanish noticing similarities and differences between Spanish and English AC9LSF02	recognise and imitate the sounds and rhythms of Spanish AC9LS2U01	recognise and use modelled combinations of sounds, pronunciation and intonation patterns of Spanish to form words and phrases AC9LS4U01	apply knowledge of combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency and rhythm to known words and phrases AC9LS6U01	apply knowledge of conventions of spoken Spanish to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contexts AC9LS8U01	apply features and conventions of spoken Spanish to extend fluency in responding to and creating texts in familiar and unfamiliar contexts AC9LS10U01
		recognise that the Roman alphabet and features of language are used to construct meaning in Spanish AC9LS2U02	recognise Spanish language conventions, grammatical structures and basic syntax in familiar texts and contexts AC9LS4U02	use knowledge of modelled grammatical structures and formulaic expressions to compose and respond to texts, using appropriate punctuation and textual conventions AC9LS6U02	apply understanding of grammatical structures and expressions to compose and respond to texts AC9LS8U02	apply knowledge of grammatical structures to predict meaning and compose texts that contain some complex structures and ideas AC9LS10U02
		notice that Spanish has features that may be similar to or different from English AC9LS2U03	recognise familiar Spanish language features and compare with those of English, in known contexts AC9LS4U03	compare some Spanish language structures and features with those of English, using some familiar metalanguage AC9LS6U03	reflect on similarities and differences between Spanish and English language structures and features, using metalanguage AC9LS8U03	reflect on and evaluate Spanish texts, using metalanguage to analyse language structures and features AC9LS10U03
Understanding the interrelationship of language and culture	explore connections between language and culture AC9SF03	notice that people use language in ways that reflect cultural practices AC9LS2U04	identify connections between Spanish language and cultural practices AC9LS4U04	recognise that language reflects cultural practices, values and identity, and that this impacts on non-verbal and spoken communication AC9LS6U04	reflect on and explain how identity is shaped by language(s), culture(s), attitudes, beliefs and values AC9LS8U04	reflect on and evaluate how identity is shaped by language(s), culture(s), attitudes, beliefs and values, and how these affect ways of communicating AC9LS10U04

## More information

If you would like more information, please visit the QCAA website [www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au). Alternatively, email the K–10 Curriculum and Assessment branch at [australiancurriculum@qcaa.qld.edu.au](mailto:australiancurriculum@qcaa.qld.edu.au).

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