Prep–Year 10 and Years 7–10 (Year 7 entry sequence) Spanish

Australian Curriculum Version 9.0: Sequence of achievement standards aspects and related content descriptions

Languages is presented in two sequences that offer different entry points into language learning: from Prep to Year 10 or Year 7 to Year 10. This resource provides both the sequence of the achievement standards aspects, with related content descriptions, for Prep–Year 10 Spanish, and Years 7–10 Spanish (Year 7 entry sequence), for the Second Language Learner Pathway, organised by strands.

By breaking each achievement standard into discrete aspects and including aligned content descriptions, the increasing complexity of the achievement standard can be seen across Prep–Year 10. This supports teachers to identify the knowledge, understanding and skills that come before and after the enrolled year level/band.

When planning teaching, learning and assessment, teachers can use this resource to:

- plan for the range of learners within a single year level or band
- determine appropriate curriculum access points for all students
- better understand aspects of achievement standards through consideration of where they are introduced, their progression and where they conclude.

The following key has been used to assist teachers to identify the sub-strand for each content description.

Key	Foundation Spanish/ Interacting in Spanish	Mediating meaning in and between languages	Creating text in Spanish	Understanding systems of language	Understanding the interrelationship of language and culture

		Prep Students:	Years 1–2 band Students:	Years 3–4 band Students:	Years 5–6 band Students:	Years 7–8 band Students:	Years 9–10 band Students:
Communicating meaning in Spanish	**P–10 sequence**	use play and imagination to interact and create Spanish texts, with support AC9LSF01	use Spanish language to interact and share information related to the classroom and themselves AC9LS2C01 use cues to respond to questions and instructions, and use simple formulaic language AC9LS2C01 AC9LS2C02 AC9LS2C04	use Spanish language to initiate structured interactions to share information related to the classroom and their personal worlds AC9LS4C01 use modelled language to participate in spoken and written activities that involve planning AC9LS4C02	initiate and use strategies to maintain interactions in Spanish language that are related to their immediate environment AC9LS6C01 use appropriate sound combinations, intonation and rhythm in spoken texts AC9LS6C01 collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences AC9LS6C02	initiate and maintain interactions in Spanish language in familiar and some unfamiliar contexts related to a range of interests and experiences AC9LS8C01 use Spanish to collaborate and problem-solve, and adjust language in response to others AC9LS8C02	contribute to and extend interactions in Spanish language in increasingly unfamiliar contexts related to a wide range of interests and issues AC9LS10C01 AC9LS10C02 interpret texts by evaluating and synthesising information, ideas and perspectives AC9LS10C02 AC9LS10C03
			locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning AC9LS2C03	locate and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts AC9LS4C03 AC9LS4C04	use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Spanish or English, adjusting their response to context, purpose and audience AC9LS6C03 AC9LS6C04	interpret information, ideas and opinions in texts AC9LS8C03 AC9LS8C04 demonstrate understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses AC9LS8C04	show understanding of how features of language can be used to influence audience response AC9LS10C03 AC9LS10C04

	Prep Students:	Years 1–2 band Students:	Years 3–4 band Students:	Years 5–6 band Students:	Years 7–8 band Students:	Years 9–10 band Students:
		use familiar words and modelled language to create texts AC9LS2C05	use modelled language and basic syntax to create texts AC9LS4C05	create texts, selecting and using a variety of vocabulary and sentence structures to suit context AC9LS6C05 sequence information and ideas, and use conventions appropriate to text type AC9LS6C05	select and use vocabulary, sentence structures and expressions to create texts AC9LS8C05	create texts, selecting and manipulating language for a range of contexts, purposes and audiences AC9LS10C05 apply and use complex sentences and structures to create and respond to spoken and written texts AC9LS10C05 use a variety of tenses to sequence events and use language devices to enhance meaning and cohesion AC9LS10C05
Year 7 entry sequence					use Spanish language to interact and collaborate with others, and to share information and plan activities in familiar contexts AC9LS8EC01 respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges AC9LS8EC02 AC9LS8EC03	initiate and sustain Spanish language to exchange and compare ideas and experiences about their own and others' personal world AC9LS10EC01 AC9LS10EC02 communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events AC9LS10EC02 AC9LS10EC03
					recognise relationships between spoken and written forms AC9LS8EC03 AC9LS8EC04 locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning AC9LS8EC04 respond in Spanish or English, and demonstrate understanding of context, purpose and audience in texts AC9LS8EC05	interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives AC9LS10EC04 synthesise information and respond in Spanish or English, adjusting language to convey meaning and to suit context, purpose and audience AC9LS10EC04 AC9LS10EC05
					use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices AC9LS8EC06	use structures and features of spoken and written Spanish to create texts AC9LS10EC06

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		Prep Students:	Years 1–2 band Students:	Years 3–4 band Students:	Years 5–6 band Students:	Years 7–8 band Students:	Years 9–10 band Students:
Understanding language and culture	**P–10 sequence**	identify that Spanish and English look and sound different AC9LSF02	imitate the sounds and rhythms of spoken Spanish AC9LS2U01 demonstrate understanding that Spanish has conventions and rules for non-verbal communication, pronunciation and writing AC9LS2U02 give examples of similarities and differences between some features of Spanish and English AC9LS2U03	imitate sound combinations and rhythms of spoken Spanish language AC9LS4U01 demonstrate understanding that Spanish has non-verbal, spoken and written language conventions and rules to create and make meaning AC9LS4U02 recognise that some terms have cultural meanings AC9LS4U04 identify patterns in Spanish and make comparisons between Spanish and English AC9LS4U03	apply rules of pronunciation and intonation in spoken Spanish AC9LS6U01 apply conventions of spelling and punctuation, and use modelled structures, when creating and responding in Spanish AC9LS6U02 compare language structures and features in Spanish and English, using some metalanguage AC9LS6U03	apply the conventions of spoken Spanish to develop fluency AC9LS8U01 demonstrate understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning AC9LS8U02 comment on structures and features of Spanish text, using metalanguage AC9LS8U03	incorporate the features and conventions of spoken Spanish to extend fluency AC9LS10U01 demonstrate understanding of the conventions of spoken and written texts and the connections between them AC9LS10U01 AC9LS10U02 apply knowledge of language structures and features to make and predict meaning AC9LS10U02 support analysis of Spanish texts, using metalanguage AC9LS10U03
		recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others' cultural identity AC9LSF03	understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s) AC9LS2U04	understand that the Spanish language is connected with culture, and identify how this is reflected in their own language(s) and culture(s) AC9LS4U04	show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity AC9LS6U04	reflect on how the Spanish language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity AC9LS8U04	reflect on their own cultural perspectives and identity, and draw on their experience of learning Spanish, to evaluate how this learning influences their ideas and ways of communicating AC9LS10U04
	Year 7 entry sequence					approximate pronunciation and intonation in spoken Spanish AC9LS8EU01 demonstrate understanding that Spanish has conventions and rules for non-verbal, spoken and written communication AC9LS8EU02 comment on aspects of Spanish and English language structures and features, using metalanguage AC9LS8EU03	apply features and conventions of spoken Spanish to enhance fluency AC9LS10EU01 select and apply knowledge of language conventions, structures and features to interact, make meaning and create texts AC9LS10EU02 support discussion of structures and features of texts, using metalanguage AC9LS10EU03
						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 AC9LS8EU04	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 AC9LS10EU04

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