

Years 1–2 band Spanish

Australian Curriculum Version 9.0: Achievement standard aligned to content descriptions

This resource shows alignment between aspects of the achievement standard and relevant content descriptions for Years 1–2 band. A similar resource is available for Prep/other bands.

The Australian Curriculum (AC) v9.0 code for each content description includes an element indicating the strand by which it is organised, e.g. AC9LS2C01 indicates the Communicating meaning in Spanish strand.

Key to content description codes: Spanish	
e.g. AC9LS2C01 Australian Curriculum (AC) Version 9 (9) Languages (L) Spanish (S) Years 1–2 band (2) Strand (C, U) Content description number (##)	Strands: <ul style="list-style-type: none"> C — Communicating meaning in Spanish U — Understanding language and culture

Years 1–2 band Australian Curriculum: Spanish achievement standard
By the end of Year 2, students use Spanish language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create texts.
Students imitate the sounds and rhythms of spoken Spanish. They demonstrate understanding that Spanish has conventions and rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of Spanish and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).

Achievement standard aspect	Relevant content description/s	AC v9.0 code
By the end of Year 2	Students learn to:	
Students use Spanish language to interact and share information related to the classroom and themselves.	<ul style="list-style-type: none"> recognise and respond to modelled classroom-related greetings, instructions and routines, and personal introductions 	AC9LS2C01
They use cues to respond to questions and instructions, and use simple formulaic language.	<ul style="list-style-type: none"> recognise and respond to modelled classroom-related greetings, instructions and routines, and personal introductions 	AC9LS2C01
	<ul style="list-style-type: none"> participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues 	AC9LS2C02
	<ul style="list-style-type: none"> notice that language carries cultural meaning in classroom-related greetings, introductions, instructions and routines 	AC9LS2C04
They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning.	<ul style="list-style-type: none"> locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases 	AC9LS2C03
They use familiar words and modelled language to create texts.	<ul style="list-style-type: none"> use words, familiar phrases and modelled language to create spoken, written and multimodal texts 	AC9LS2C05
Students imitate the sounds and rhythms of spoken Spanish.	<ul style="list-style-type: none"> recognise and imitate the sounds and rhythms of Spanish 	AC9LS2U01
They demonstrate understanding that Spanish has conventions and rules for non-verbal communication, pronunciation and writing.	<ul style="list-style-type: none"> recognise that the Roman alphabet and features of language are used to construct meaning in Spanish 	AC9LS2U02
They give examples of similarities and differences between some features of Spanish and English.	<ul style="list-style-type: none"> notice that Spanish has features that may be similar to or different from English 	AC9LS2U03
They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).	<ul style="list-style-type: none"> notice that people use language in ways that reflect cultural practices. 	AC9LS2U04

More information

If you would like more information, please visit the QCAA website www.qcaa.qld.edu.au. Alternatively, email the K–10 Curriculum and Assessment branch at australiancurriculum@qcaa.qld.edu.au.

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