The Australian
Curriculum

Subjects	Spanish
Year levels	Year 6

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Years 5 and 6 Content Descriptions

Communicating

Socialising

Interact using descriptive and expressive language to share interests, special celebrations and leisure activities, and to express feelings, state preferences and give opinions
[Key concepts: friendship, leisure, interests; Key processes: expressing, sharing, comparing]
(ACLSPC145 - Scootle ↗)

Elaborations

thanking, inviting or congratulating one another, for example, *Gracias por tu ayuda, ¿Quieres venir a mi fiesta de cumpleaños el sábado? Enhorabuena por tu medalla*

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, *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*

expressing feelings *(Estoy emocionado por la fiesta. Estoy desilusionada... ¡Qué guay! ¡Qué chévere! ¡Qué lindo!)* and recounting experiences with family and friends

apologising and expressing concern or sympathy to friends and family members, for example, *Lo siento mucho, ¡Cuídate! Te quiero*

expressing preferences and opinions, for example, Hacer los deberes es aburrido. *Prefiero comer helado. Me encanta el Barça porque es el mejor, Me fascina la música del mundo hispanohablante*

sustaining interactions by using strategies such as asking questions and using conversation fillers, for example, *¿Y tú? Yo también; Claro; sí, sí*

Collaborate with peers to plan and conduct different elements of shared tasks, transactions or activities
[Key concept: cooperation; Key processes: planning, participating, making, transacting]
(ACLSPC146 - Scootle ↗)

Elaborations

collaborating with peers to organise class or school activities by taking responsibility for different elements, such as creating schedules, posters or programs or organising fundraising activities, using expressions related to place, time and numbers, for example,*¿Qué día es hoy? ¿Dónde? ¿Cuándo? ¿A qué hora?)*

developing interview questions to ask a Spanish-speaking guest, for example, *¿De dónde es? ¿A qué se dedica? ¿Cuándo llegó?*

participating in real or imagined transactions that involve requesting information, considering options, buying and selling, for example, *¿Cuánto cuesta? ¿Qué colores tienen? ¿Tienen descuento? ¡Qué caro! ¡Qué chollo!*

creating digital displays, presentations or performances for family, friends or school community to showcase their progress in learning and using Spanish

making simple recipes such as *macedonia* or *churros*, using appropriate language features and text structures such as imperative verb forms (*añade, corta, remueve, amasa*) and vocabulary for ingredients and quantities (*un kilo, 300 gramos, la harina; fruta; mantequilla, un poco de...*)

Interact in class activities and routines by asking and responding to questions, asking for clarification and making suggestions
[Key concepts: routine, responsibility; Key processes: participating, sharing, taking turns]
(ACLSPC147 - Scootle ↗)

Elaborations

interacting in small groups to complete learning activities by asking questions or making suggestions, for example, *¿Qué significa…? Podemos hacer*…

stating opinions, making suggestions or indicating understanding, using modelled sentence structures, for example, *No me parece bien…; ¿Por qué no...? Tienes que…; vale, de acuerdo, Sí, claro…*

checking on own and/or others` progress during learning tasks, using comments and questions such as *¿Está bien así? ¿Ya terminaste? Terminé/No he acabado. Necesito más tiempo*

participating in scaffolded class discussion on themes, activities or experiences, for example, *El clima de Melbourne es más … que… En mi opinión…*

asking and telling the time, for example, *¿Qué hora es? Son las cinco y cuarto*

asking for clarification, for example, *No entiendo… Tengo una pregunta… Tengo una duda*

Informing

Listen to, view and read texts in order to identify aspects of life in Spanish-speaking contexts and communities
[Key concepts: lifestyle, diversity; Key processes: collating, connecting, comparing]
(ACLSPC148 - Scootle ↗)

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Elaborations

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, such as housing, urban and rural lifestyles, and young people's interests, activities and daily routines, and recording key phrases and vocabulary for use in own projects and activities

researching topics such as recycling, the water cycle, the solar system, or the geography of Spanish-speaking countries, and reordering information to share with others, in formats such as tables, concept maps or retrieval charts

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

Present information about aspects of language and culture in the Spanish-speaking world for specific audiences, using diagrams, charts, timelines and guided reports
[Key concepts: lifestyle, people, places; Key processes: organising, informing]
(ACLSPC149 - Scootle ↗)

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Elaborations

presenting factual information relating to cultural activities and events of significance in the Spanish-speaking world, such as *las Fallas, el Día de los Muertos, carnavales in Bolivia, candombe in Uruguay, romerías, procesiones religiosas and el camino de Santiago*, supporting information with a range of visual, digital and multimodal resources

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

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 a place of interest

creating an interactive display for younger children, highlighting aspects of Spanish language and Hispanic culture

Creating

Share and compare understandings and opinions about ideas encountered in imaginative Spanish-language texts such as works of art, fables, performances and television programs
[Key concepts: plot, idea, moral; Key processes: adapting, comparing, responding]
(ACLSPC150 - Scootle ↗)

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Elaborations

recording and/or illustrating key characters, events and ideas encountered in different types of imaginative texts, for example, by responding to questions such as *¿Qué es…? ¿Por qué…? ¿Cuál es la moraleja? and ¿Qué sientes cuando…?* or by creating storyboards

comparing favourite characters or moments in imaginative texts such as cartoons, stories or digital games, listing key words or expressions associated with their character's role or personality *(extrovertido/a, simpático/a, travieso/a, Daniel el travieso, Zipi y Zape)* and explaining how they can relate to them

adapting a creative text, for example, by resequencing events, adding a new element, changing the location or creating an alternative ending

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

responding to famous artworks and images, such as works by Botero, Frida Kahlo or Picasso, with simple words or phrases, for example, *Este cuadro me gusta porque tiene muchos colores, Este mural es más original que el otro*

Produce a variety of texts such as scripted performances, raps and digital stories using imaginary

characters, places, ideas and events
[Key concepts: imagination, drama; Key processes: performing, representing]
(ACLSPC151 - Scootle ↗)

Elaborations

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

creating individual or collaborative poetry, experimenting with rhyme and rhythm, for example, a shape or acrostic poem or jingle, riddle or rap

creating, performing and recording/filming own texts such as a commercial for a new product, a photo story, a cartoon, or a poster for an imagined event

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

Translating

Translate simple texts that provide comparisons between cultural aspects of meaning-making in

Spanish and English and note how language cannot always be directly translated

[Key concept: meaning; Key processes: translating, comparing, explaining]

(ACLSPC152 - Scootle ↗)

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Elaborations

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!*

collecting examples of 'false friends' identified when translating between Spanish and English, for example, *carpeta*/'folder', *contestar*/'answer', *pie*/'foot'

interpreting words and expressions encountered in simple texts such as greeting cards, menus or story titles that do not translate easily into English and that reflect aspects of culture from the Spanish-speaking world, for example, *Feliz día de tu Santo, Feliz Día de Reyes. ¡Buen provecho!*

translating texts such as public signs to identify differences in elements such as levels of politeness or directness, for example, *No pisar el cesped, Prohibido comer y beber,* Silence please

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'

Create own bilingual texts and learning resources, such as displays, posters, word banks and glossaries for the classroom/school environment

[Key concepts: translation, explanation; Key processes: identifying, selecting, modifying]

(ACLSPC153 - Scootle ↗)

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Elaborations

composing bilingual texts such as posters for class or school assembly performances, displays or events, for example, *Día del pelo loco; cuida tu planeta*

using bilingual dictionaries and electronic translating tools to create bilingual captions, menus or timetables, comparing results and noticing problems associated with translation

creating parallel lists of informal Spanish and English expressions for own use in everyday interactions with friends and family, for example, *hasta luego*/'see you later', *no pasa nada*/'no worries', *guay*/'cool'

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

creating bilingual signs for the classroom or school that reflect school community values and priorities, acceptable or unacceptable behaviours, for example, *¡Ponte el sombrero! ¡Recoge tu basura! Levanta la mano antes de preguntar, No te olvides de reciclar, ¡Bajad la voz!*

Reflecting

Compare ways of communicating in particular Australian and Spanish-speaking contexts
[Key concepts: diversity, reaction; Key processes: observing, considering, reflecting,]
(ACLSPC154 - Scootle ↗)

Elaborations

identifying features of observed interactions between Spanish and English speakers in specific contexts such as the classroom, the home or the shops, noticing similarities and differences

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

reflecting on instances when interactions in Spanish have felt challenging or awkward, and explaining why this might have been the case

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
[Key concept: intracultural understanding; Key processes: identifying, describing]
(ACLSPC155 - Scootle ↗)

Elaborations

identifying elements of identity that may be important across all cultures, for example, family, community, location

monitoring their development as a learner and user of Spanish, for example, through recording progress in learning logs, blogs or journals

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 communicating with Spanish speakers

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

creating a self-profile such as an avatar or montage with self-introduction, making choices about the design, content and language used

Understanding

Systems of language

Attend to the pronunciation of sounds and intonation patterns used in social interactions and apply writing conventions such as question and exclamation marks

[Key concepts: auditory discrimination, stress, intonation, punctuation; Key processes: listening, reading, recognising]

(ACLSPU156 - Scootle ↗)

Elaborations

recognising how pitch, stress and rhythm assist meaning when individual words are unfamiliar, for example, *¡Qué miedo! ¡Rápido! ¡Vamos!*

recognising the Spanish pronunciation of English loan words (*bistec, jonrón, fútbol*) and applying this awareness to unfamiliar loan words

reproducing Spanish sounds such as *d/t, ce/ci, ga/gi, gue* and *gui*

recognising variations in forms of spoken Spanish associated with particular regions, such as the pronunciation of *j* in Ecuador compared with northern Spain

applying phonic knowledge to spell unknown words, for example, *estrella, llamar, tortilla, taxi, México*

understanding the function of accents and learning to insert these into their own work electronically

understanding that accents in written Spanish indicate where the stress falls on a word, for example, *mi mamá está en la fiesta* and learning to insert these into their own work electronically

using correct writing conventions such as inverted question and exclamation marks at the start of sentences, for example, *¿qué tal?; ¡cuidado!; ¡qué onda!*

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

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

(ACLSPU157 - Scootle ↗)

Elaborations

noticing that there are two verbs in Spanish for 'to be', *ser* (*José es mi hermano*) and *estar* (*Estoy*

cansada)

using simple forms of present and past tenses in context (*Ayer fue martes y hoy es miércoles*), and describing intended actions 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*

identifying the use and omission of subject pronouns in familiar structures, for example, *Vivo en Australia, Ella es Lourdes*

using interrogative pronouns and correct word order to ask questions and make requests, for example, *¿Cuál es tu número de teléfono?¿Quieres jugar en el patio?*

building compound sentences to express opinions, preferences or reasons using words such as *porque, también* and *pero*, for example, *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*

indicating frequency using adverbs, for example, *siempre, a veces, nunca*

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*

using ordinal numbers, for example, *Rosario Arjona es la primera de la lista, Luis vive en la quinta planta*

understanding gender and number agreement between articles, nouns and adjectives, for example, *Tengo un libro nuevo, Las montañas rocosas son muy bonitas*

comparing the use of diminutives to express affection in Spanish (*hermanita, periquita, gatico/gatito*) to some equivalents in English, for example, 'dear little sister', 'lovely little cat'

using comparatives based on models, for example, *tan grande como …, más caro que …, menos frío que…Australia es más grande que Europa*

recognising that some nouns do not follow the regular masculine/feminine ending pattern, for example, *el mapa, el problema, la mano*

expressing reactions as exclamations, for example, *¡qué susto!*; *¡qué hermoso!*; *¡qué rico!;¡qué chulo!*

Identify how different Spanish texts such as comics, cartoons, magazines or emails use language in

ways that create different effects

[Key concepts: genre, structure, audience; Key processes: noticing, explaining]
(ACLSPU158 - Scootle ↗)

Elaborations

comparing features of simple spoken and written texts in Spanish, such as phone calls or cartoons, with similar texts in English

analysing how different types of texts in Spanish create specific effects by using particular kinds of language, such as superlatives in advertisements designed to persuade (*lo mejor… el nuevo…*) or the imperative form in signs designed to advise or prohibit (*Prohibido patinar aquí*)

identifying the purpose, context and intended audience of a range of familiar text types such as phone messages, sports reports or takeaway food orders

recognising grammatical elements associated with particular texts, for example, the use of imperatives in games (*tira el dado*) and time markers in stories (*primero, después, de pronto*…)

Language variation and change

Recognise that language use varies according to the contexts of situation and culture
[Key concepts: levels of formality, language, identity, variation; Key processes: observing, comparing]
(ACLSPU159 - Scootle ↗)

Elaborations

finding examples of informal language used by young people in Spanish, such as shortened noun forms (*la profe, la bici, la compu*) or the use of emoticons, comparing with the use of similar abbreviations by young Australians ('vegie', 'ta', 'telly'), and considering why these forms of language are used

understanding the importance of using appropriate forms of address when interacting with different people, for example, using *tú* when speaking with close friends, family members or other young people, and using *usted* for other less familiar adults

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

Understand that the Spanish language constantly changes due to contact with other languages and the impact of new technologies

[Key concepts: language contact, digital media; Key processes: observing, identifying, classifying]
(ACLSPU160 - Scootle ↗)

Elaborations

investigating how media, digital technologies and popular culture have influenced the Spanish language, for example, *tuitear, email, correo, electrónico, chatear, textear, bloguear, rapear, rapero, un , un selfie*

discussing why the Spanish language borrows particular words from English and other languages, for example, *chofer, carné*, *tenis, golf, corner, kiwi* and *parking, smartphone, link*

identifying Spanish words and aspects of lifestyle absorbed into English ('fiesta', 'rumba', 'tapas'), and considering the reasons for the adoption of particular words or expressions

understanding that Spanish shares a history and many similar words with other languages for example, English, French, Italian, Portuguese, Tagalog/Filipino and Rumanian

understanding that some languages are growing and adapting, while others (such as indigenous languages across the world, including some in Spanish-speaking countries) are endangered, disappearing, reviving, or blending with stronger languages

Recognise that the Spanish language has different forms, roles and functions in different contexts and communities

[Key concepts: diversity, language origins; Key processes: mapping, comparing, discussing]
(ACLSPU161 - Scootle ↗)

Elaborations

exploring the different forms and functions of Spanish in different contexts, regions and communities, for example, as an official language in more than 20 countries and as a community language in many others

recognising that there are many different varieties of Spanish spoken in different countries and regions, involving different accents, dialects and vocabulary

comparing regional variations in vocabulary for example, 'baby' is *guagua* in Chile but *bebé* in most other Spanish-speaking countries; 'cake' is *pastel* in some countries, and *tarta* or *torta* in others

comparing forms of cultural expression in different Spanish-speaking communities, such as celebrations, systems of schooling and concerns associated with young people, and comparing these with similar diversity in multicultural Australia

Role of language and culture

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Reflect on own language use at home, at school and in the community, considering how this may be interpreted by young Spanish speakers

[Key concepts: norms, standpoints; Key processes: observing, reflecting, comparing]

(ACLSPU162 - Scootle ↗)

Elaborations

describing own/one another's ways of communicating, identifying aspects that may reflect Australian traditions, values and practices

choosing words or expressions commonly used in informal Australian interactions, and deciding how to interpret or explain them to young Spanish speakers, for example, 'mate', 'fair dinkum'

noticing similarities and differences between own ways of communicating and aspects observed in interactions between young Spanish speakers in different contexts and situations, for example, the expression of politeness or turn-taking in conversations

identifying things they take for granted about communication in familiar cultural contexts, for example, shared understanding of gestures and tones of voice

noticing culturally appropriate ways of offering praise, recognition, gratitude or encouragement

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