 Scope and sequence – Stage 4 Spanish

This scope and sequence is an example only. Teachers modify according to student needs and school context.

All outcomes referred to in this unit come from [Spanish K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/spanish-k-10-2018) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2018.

| Term | Unit | Focus areas | Outcomes |
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| Term 1  Week 1-5 | ***¿Dónde en el mundo?* – Where in the world?**  Learning goals – greet and introduce yourself to others and exchange personal information. Recognise and locate Spanish-speaking countries and develop awareness of phonological similarities and differences between Spanish and English.  Final task – teach a younger student the Spanish you have learned so far. Create a five-panel comic strip (using [Canva](https://www.canva.com/) or hand-drawn) in which your characters introduce themselves and exchange simple personal information. | * Greetings and introductions * Countries and nationality * Alphabet and accented characters * Spanish-speaking world * Numbers 1-30 * Use of *ser* and *estar* | LSP4-1C, LSP4-2C, LSP4-3C, LSP4-4C, LSP4-5U, LSP4-6U, LSP4-7U, LSP4-8U |
| Term 1  Week 6-10 | ***La familia moderna –* modern family**  Learning goal – describe yourself, family members and pets and compare family customs in Australia and Spanish-speaking countries.  Final task – research a famous Spanish-speaking celebrity and create a digital family tree poster using [Piktochart](https://piktochart.com/formats/infographics/) and post it to your virtual classroom. | * Describing people (physical appearance and personality) * Family members and pets * Days, months and parts of the day * Numbers 31-100 * Spanish names and surnames | LSP4-1C, LSP4-2C, LSP4-3C, LSP4-4C, LSP4-5U, LSP4-6U, LSP4-7U, LSP4-8U |
| Term 2 Week 1-5 | ***¡Seamos amigos!* – Let’s be friends!** (This unit is available on the [Spanish Stages 4 and 5 section](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/languages/s4-5/language-specific-support/spanish).)  Learning goal – talk about what you do in your free time and express your likes and express agreement and disagreement with others.  Final task – you have decided to join a new social media website for a Spanish-speaking online community. Create a profile in [Fakebook](https://www.classtools.net/FB/home-page) and chat to 3 new friends telling them about yourself. (Note; This assessment task, with marking guidelines, is available on the [Spanish Stages 4 and 5 section](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/languages/s4-5/language-specific-support/spanish).) | * Sport and leisure activities * Expressing preferences, likes and dislikes * Agreement and disagreement (*a mí también, a mí tampoco*) * Persuasive language * Using connectives and qualifiers | LSP4-1C, LSP4-2C, LSP4-3C, LSP4-4C, LSP4-5U, LSP4-6U, LSP4-7U, LSP4-8U |
| Term 2  Week 6-10 | ***Las reglas del colegio –* school rules**  Learning goal – talk about school routines and communicate your basic needs in the classroom.  Final task – your school website is being updated and your language teacher wants to promote Spanish at your school. Record your vlog in Spanish, subtitled in English, about a typical day in the life of a student. | * School subjects and classroom routines * Telling the time * Useful classroom expressions * Asking for help * Differences and similarities between school in Australia and Spanish-speaking countries | LSP4-1C, LSP4-2C, LSP4-3C, LSP4-4C, LSP4-5U, LSP4-6U, LSP4-7U, LSP4-8U |
| Term 3 Week 1-5 | ***Sobremesa –* food for thought**  Learning goal – discuss your personal food preferences and order food and drink.  Final task – there is a new Mexican restaurant in your neighbourhood. Download the menu and simulate a telephone conversation with the waiter ordering take away food and drink. | * Food and drink * Expressing likes and dislikes * Ordering in a restaurant * Mealtimes in Spanish-speaking countries * Regular *-ar -er -ir* verb conjugations in present tense related to eating and drinking | LSP4-1C, LSP4-2C, LSP4-3C, LSP4-4C, LSP4-5U, LSP4-6U, LSP4-7U, LSP4-8U |
| Term 3 Week 6-10 | ***¿Adónde vamos a ir? –* Where to now?**  Learning goal – navigate your way around a Spanish–speaking city and use public transport.  Final task – you have €150 and 24 hours in Barcelona. Plan and negotiate your stay through a messaging app with your travel buddy from Buenos Aires who will meet you there. | * Asking for and follow directions * Planning an itinerary * Transport and getting around * Imperative mood, giving instructions * Future intentions (*voy a visitar*) | LSP4-1C, LSP4-2C, LSP4-3C, LSP4-4C, LSP4-5U, LSP4-6U, LSP4-7U, LSP4-8U |
| Term 4  Week 1-5 | ***¿Cuál es tu talla? –* What’s your size?**  Learning goal – talk about clothing and fashion and complete a transaction.  Final task – you’re off to Chile to visit Spanish-speaking friends. Showcase your Spanish by responding to a series of text messages about what the weather is like and what clothing you and your family will need to bring. | * Clothing * Fashion * Sizes and colours * Shopping interactions * Seasons | LSP4-1C, LSP4-2C, LSP4-3C, LSP4-4C, LSP4-5U, LSP4-6U, LSP4-7U, LSP4-8U |
| Term 4  Week 6-10 | ***Mi casa es su casa* – my home is your home**  Learning goal – describe your home and your room.  Final task – your family is hosting a Spanish-speaking exchange student for 3 months and they will be sharing your room. Negotiate a room layout with them. Draw, label and describe the new room showing where all the furniture will be. | * Rooms of the house * Furniture * Prepositions of place * Adjectives * Expressing preferences | LSP4-1C, LSP4-2C, LSP4-3C, LSP4-4C, LSP4-5U, LSP4-6U, LSP4-7U, LSP4-8U |