 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 1Week 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 1Week 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 2Week 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 4Week 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 |