Stage 5 Spanish – sample scope and sequence

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

All outcomes referred to in this scope and sequence come from [Spanish K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/wcm/connect/2829aa2a-c2dd-42d9-b827-778051fbb669/spanish-K-10-syllabus-2018.pdf?MOD=AJPERES&CVID=) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2018.

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| Term | Unit | Concepts | Outcomes |
| Term 1  Weeks 1-10 | ***¡Quiero bailar!*** **– I want to dance!**  **Learning goal** – appreciate that music and dance are intrinsically connected to the culture and identity of Spanish-speaking countries.  **Final task** – it’s Spanish language day at school! With your group, present a style of dance or music from a Spanish-speaking country, with Spanish commentary, including a detailed description, reasons for your choice and your opinion about your chosen piece. LSP5-4C, LSP5-5U, LSP5-6U, LSP5-8U  (Note – Spanish language day is in April. *¡Quiero bailar!* is a dance show similar to ‘So you think you can dance?’.) | Musical genres  Musical concepts in Spanish  Study of song lyrics/rhyming schemes  Expressing opinions about music  Comparisons  Adverbs  Colloquialisms | LSP5-1C, LSP5-2C, LSP5-3C, LSP5-4C, LSP5-5U, LSP5-6U, LSP5-7U, LSP5-8U |
| Term 2  Weeks 1-10 | ***¿Quién eres tú?*** **– Who are you?**  **Learning goal** – explore the rights and responsibilities of a good ‘netizen’.  **Final task** – support the Student Representative Council’s campaign against bullying. With your partner, role play a scenario modelling responsible behaviour and how to avoid cyber bullying. LSP5-1C, LSP5-5U, LSP5-6U | Internet fame  Responsible use of social media  Advice and safety  Cyber safety practices  Imperatives | LSP5-1C, LSP5-2C, LSP5-3C, LSP5-4C, LSP5-5U, LSP5-6U, LSP5-7U, LSP5-8U |
| Term 3  Weeks 1-10 | ***Llevar una vida saludable*** **– living a healthy life**  (This unit, with final assessment of learning task, 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). It includes content for all 3 learner groups.)  **Learning goal** – discuss physical, mental and emotional wellbeing and give advice regarding healthy living choices.  **Final task**  Part A – create a video for your YouTube wellbeing channel outlining 5 steps to a healthier lifestyle. For each step, expand on your ideas, give examples and provide reasons on why your steps are beneficial. LSP5-4C, LSP5-5U  Part B – you have received a comment on your channel from a viewer asking for advice on a related wellbeing/health issue. Respond in writing, offering helpful advice and solutions with justifications. LSP5-3C, LSP5-6U  (Note – teachers can interact with the student by providing the wellbeing/health comment on the student’s blog post for Part B.) | Expressing preferences and personal opinions  Diet and exercise  Daily routines  Parts of the body  Healthy living  COVID-19  Leisure activities  Offering advice  Visiting the doctor | LSP5-1C, LSP5-2C, LSP5-3C, LSP5-4C, LSP5-5U, LSP5-6U, LSP5-7U, LSP5-8U |
| Term 4  Weeks 1-10 | ***¡Vamos a viajar! –* Let’s travel!**  **Learning goal** – discuss future intentions, make informed decisions and buy the necessary tickets and items for travel.  **Final task** – You’re planning a trip to a Spanish-speaking country and want your friend to come. Persuade him/her with details about your itinerary, costs, reasons for your destination and proposed activities, based on your personal research. LSP5-1C, LSP5-5U, LSP5-6U, LSP5-8U  (Note – teachers can play the role of the friend.) | Clothing  Weather  Time zones  Modes of transport  Making travel plans  Future tense  Persuasive language | LSP5-1C, LSP5-2C, LSP5-3C, LSP5-4C, LSP5-5U, LSP5-6U, LSP5-7U, LSP5-8U |