Spanish Stage 4 – sample scope and sequence (100 hours)

Contents

[Rationale 2](#_Toc148349595)

[Spanish – Stage 4 – sample scope and sequence for the mandatory 100 hours 4](#_Toc148349596)

[Support and alignment 12](#_Toc148349597)

[Additional support for EAL/D students 13](#_Toc148349598)

[Evidence base 15](#_Toc148349599)

# Rationale

All NSW public schools need to plan curriculum and develop teaching programs consistent with the *Education Act 1990* (NSW) and the NSW Education Standards Authority (NESA) syllabuses and credentialing requirements.

Scope and sequences form part of the ongoing documentation or evidence schools maintain to comply with the department’s policy, policy standards, and registration requirements.

This resource has been developed to assist teachers in NSW Department of Education schools to create learning that is contextualised to their classroom. It can be used as a basis for the teacher’s own scope and sequence, or be used as an example of how the new curriculum could be implemented. The resource has suggested timeframes that may need to be adjusted by the teacher to meet the needs of their students.

Developing a robust scope and sequence has many benefits and may help teachers and schools to:

* plan learning activities that are inclusive, accommodating the needs of all students in their class from the beginning
* promote high expectations for student learning
* identify opportunities for explicit teaching
* create opportunities for students to receive feedback on their learning
* systematically plan for and undertake assessment
* collect and use data to monitor achievements and identify gaps in learning
* differentiate curriculum delivery to meet the needs of students at different levels of achievement
* collaborate with other teachers to plan for quality teaching and learning.

# Spanish Stage 4 – sample scope and sequence for the mandatory 100 hours

Table 1 – Spanish 100-hour scope and sequence

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Term/  duration | Learning overview | Outcomes | Skills | Assessment |
| Term 1  10 weeks | **My family and my people**  ***Mi familia y mi gente***  Students use culturally-appropriate language to greet people at different times of the day and introduce themselves and others.  Students exchange information about themselves and their families to build relationships with others. | **ML4-INT-01**  exchanges information and opinions in a range of familiar contexts by using culturally appropriate language  **ML4-UND-01**  interprets and responds to information, opinions and ideas in texts to demonstrate understanding  **ML4-CRT-01**  creates a range of texts for familiar communicative purposes by using culturally appropriate language | * Greet people in a manner that is culturally appropriate, at different times of the day and in a range of contexts. * Understand and exchange information about yourself and peers, including name, age and birthday. * Express who is in your family. * **Describe people** using adjectives for physical appearance and personality. | **Creating texts (ML4-CRT-01)**  Your class is creating an audio file to introduce each student in the class to your sister-school in Spain. Record a self-introduction that includes:   * an appropriate greeting * your age * your birthday * a description of yourself (appearance and personality) * who is in your family * a description of each family member’s personality and appearance. |
| Term 2  10 weeks | **Let’s go to school!**  ***¡Vamos al instituto!***  Students identify the subjects they study and express which subjects and teachers they prefer, giving reasons.  Students exchange information about time and frequency of school subjects.  Students compare school systems in Spanish-speaking countries with their own. | **ML4-INT-01**  exchanges information and opinions in a range of familiar contexts by using culturally appropriate language  **ML4-UND-01**  interprets and responds to information, opinions and ideas in texts to demonstrate understanding  **ML4-CRT-01**  creates a range of texts for familiar communicative purposes by using culturally appropriate language | * Access and exchange information about school subjects. * Express the time and days of the week. * Compare school systems of Spanish-speaking countries to Australia, including the differences between how the days are structured and the subjects offered. * Express opinions and preferences about school subjects and teachers using the structures *me gusta, no me gusta, me encanta, no me gusta nada*. * Justify opinions about teachers and subjects using the correct form of adjectives, for example, *no me gusta el profesor de matemáticas porque es aburrido, pero la profesora de música es divertida*. * **Ask and respond to questions about subjects, frequency and times, for example*, ¿Te gusta…? ¿A qué hora…?*** * **Create complex sentences using conjunctions such as *y*, *porque* and *pero.*** | **Part A: Understanding texts (ML4-UND-01)**  You have arrived at your sister school in Spain and have received your timetable[[1]](#footnote-2). Answer questions in English about the timetable to show your understanding.  **Part B: Interacting (ML4-INT-01)**  Engage in a conversation[[2]](#footnote-3) with your Spanish-speaking classmate about each other’s timetables[[3]](#footnote-4) (from Part A).  Compare your timetables by exchanging information about:   * times/days/frequency of at least 3 subjects * at least 2 subject preferences, with reasons for liking or disliking them * physical and personality descriptions of at least 2 teachers * favourite subject, with reason(s) * favourite teacher, with reason(s).   Include opinions and conjunctions throughout your conversation. |
| Term 3  10 weeks | **At the table**  ***¡A la mesa!***  Students exchange information about foods and drinks.  Students explore cultural aspects in the context of mealtimes and dining out in Spanish-speaking countries.  Students interact with restaurant staff to order items from a menu, express their preferences and justify their choices. | **ML4-INT-01**  exchanges information and opinions in a range of familiar contexts by using culturally appropriate language  **ML4-UND-01**  interprets and responds to information, opinions and ideas in texts to demonstrate understanding  **ML4-CRT-01**  creates a range of texts for familiar communicative purposes by using culturally appropriate language | * Access and exchange information about foods and drinks, such as taste, price and common foods at different mealtimes. * Use culturally-appropriate language to order from a menu, including seeking clarification and negotiating meaning. * Express and justify opinions about specific menu items using adjectives in their correct form, for example, *no me gusta, es soso y también es muy caro* * Express preferences and make comparisons between foods, in their own and Spanish-speaking cultures, using adjectives of taste and qualifiers, for example, *no me gusta el pescado, es demasiado salado, prefiero el pollo, es más sabroso.* | **Part A: Understanding texts (ML4-UND-01)**  Read a post from the ‘*Nuestros sabores, tus sabores*’ food blog, written by a Spanish-speaking teenager. The post includes details about his family’s eating habits and his own personal preferences. Answer a series of questions in English to demonstrate your understanding of the text.  **Part B:** **Creating texts (ML4-CRT-01)**  Create a post in response to the teenager, in Spanish, outlining your eating habits and some of your food/drink preferences. Include:   * what you typically eat at 2 different mealtimes * at least one food or drink you enjoy, with reason(s), and how often you eat or drink it * at least one food or drink you do not like, with reason(s), and comparing it to another food or drink * 1–2 Spanish foods that you have never eaten and a reason why you would/would not like to try it. |
| Term 4  10 weeks | **Yay the holidays!**  ***¡Que vivan las vacaciones!***  Students understand texts about weather and describe weather in each season.  Students identify and describe activities they do at certain times of the year.  Students exchange information about activities they like to do and what they are planning to do over the holidays. | **ML4-INT-01**  exchanges information and opinions in a range of familiar contexts by using culturally appropriate language  **ML4-UND-01**  interprets and responds to information, opinions and ideas in texts to demonstrate understanding  **ML4-CRT-01**  creates a range of texts for familiar communicative purposes by using culturally appropriate language | * Access and understand information about seasonal activities and festivals, including where and when they take place and what activities to do there. * Access and exchange information about the weather and seasons, for example, *En verano hace calor; En invierno nieva y llueve; En primavera hay tormenta.* * Express opinions and preferences when discussing activities and events, including a justification, for example, *Me gusta mucho la fiesta de San Isidro en Valencia, es muy divertido, hay mucha música y comida. Se celebra en primavera.* * Describe what activities you will do in the near future using the structure *voy a* + infinitive. | **Understanding texts (ML4-UND-01)**  You are visiting a family in a Spanish-speaking country for the holidays. You have received introductory emails[[4]](#footnote-5) from 3 prospective host families describing their holiday plans.  Read the 3 texts and answer comprehension questions[[5]](#footnote-6) in English, giving the reasons for and against staying with each family. Write a concluding statement in Spanish, identifying which family you have chosen to stay with, explaining why, with reference to the texts. |

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# Support and alignment

**Resource evaluation and support:** All curriculum resources are prepared through a rigorous process. Resources are periodically reviewed as part of our ongoing evaluation plan to ensure currency, relevance, and effectiveness. For additional support or advice, contact the Languages and Culture team by emailing [languagesnsw@det.nsw.edu.au](mailto:languagesnsw@det.nsw.edu.au).

**Alignment to system priorities and/or needs:** [Curriculum Planning and Programming, Assessing and Reporting to Parents K-12 Policy](https://education.nsw.gov.au/policy-library/policies/pd-2005-0290)

**Alignment to the School Excellence Framework:** This resource supports the [School Excellence Framework](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468) elements of curriculum (curriculum provision, teaching and learning programs) and effective classroom practice (lesson planning).

**Alignment to Australian Professional Standards for Teachers:** This resource supports teachers to address [Australian Professional Standards for Teachers](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards/proficient-teacher) 2.2.2, 3.2.2.

**Consulted with:** Curriculum and Reform, Multicultural Education and subject matter experts

**NSW syllabus:** Modern Languages K–10 Syllabus

**Syllabus outcomes:** ML4-INT-01, ML4-UND-01, ML4-CRT-01

**Author:** Languages and Culture

**Publisher:** State of NSW, Department of Education

**Resource:** Scope and sequence

**Related resources:** Further resources to support Stage 4 Modern Languages can be found on the [Languages curriculum page](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages).

**Professional learning:** Relevant professional learning is available through the [Languages statewide staffroom](https://forms.office.com/Pages/ResponsePage.aspx?id=muagBYpBwUecJZOHJhv5kSNaKRC4ClVDiPgZI5jjt3lUQ1pMWVRSU0kzWExaMEIyVFg5VlJPVkRVRyQlQCN0PWcu) (staff only).

**Universal Design for Learning:** Support the diverse learning needs of students using inclusive teaching and learning strategies. Some students may require more specific adjustments to allow them to participate on the same basis as their peers. For further advice see [Inclusive practice resources for secondary school](https://education.nsw.gov.au/campaigns/inclusive-practice-hub/secondary-school).

**Differentiation:** When using these resources in the classroom, it is important for teachers to consider the needs of all students in their class, including:

* **Aboriginal and Torres Strait Islander students**. Targeted [strategies](https://education.nsw.gov.au/teaching-and-learning/aec/aboriginal-education-in-nsw-public-schools) can be used to achieve outcomes for Aboriginal students in K-12 and increase knowledge and understanding of Aboriginal histories and cultures. Teachers should use students’ Personalised Learning Pathways to support individual student needs and goals.
* **Students with additional learning needs**. Learning adjustments enable students with disability and additional learning and support needs to access syllabus outcomes and content on the same basis as their peers. Teachers can use a range of [adjustments](https://education.nsw.gov.au/teaching-and-learning/disability-learning-and-support/personalised-support-for-learning/adjustments-to-teaching-and-learning) to ensure a personalised approach to student learning. Teachers can complete the [Curriculum planning for every student in every classroom](https://myplsso.education.nsw.gov.au/mylearning/catalogue/details/95110cf8-aa81-ed11-ade7-0003fffeadf8) microlearning series to plan for the diversity of student need.
* **High potential and gifted learners**. [Assessing and identifying high potential and gifted learners](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/assess-and-identify#Assessment1) will help teachers decide which students may benefit from extension and additional challenge. In addition, the [Differentiation Adjustment Tool](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/implement/differentiation-adjustment-strategies) can be used to support the specific learning needs of high potential and gifted students.

## Additional support for EAL/D students

When using this scope and sequence consider the needs of EAL/D students’ backgrounds when adapting teaching and learning activities. Considerations may include:

* building background knowledge (cultural and linguistic) for what may be considered 'common' terms as students may not have a conceptual understanding of a sister-school, exchange school or host family. These terms may not exist in their home language or culture
* 'family' can be a sensitive topic for many students, particularly those from refugee backgrounds. Teachers' knowledge of their students' family backgrounds is essential to adapt the task appropriately
* including comparisons of the schooling systems in Spanish-speaking countries and Australia with their home countries will help students make connections and use their experiences as a resource
* speaking about (real) teachers in what they may perceive to be a negative or disrespectful manner may make some EAL/D students uncomfortable as this is not appropriate in their home cultures
* questions in English must be posed using language that is accessible for EAL/D students as students will have varying levels of proficiency in English and will need to process and make meaning across 2 languages different from their own
* EAL/D learners may require [scaffolding](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/english-as-an-additional-language-or-dialect/teaching-and-learning#Differentiation2) to support them to gain content knowledge, while providing extra time and assistance to master the English language required to engage with texts or complete classroom tasks. EAL/D students could require background knowledge and explicit teaching of particular text types (audience, purpose, structure, register, language). EAL/D students may be unfamiliar with a blog. They should have multiple authentic examples/models to read and opportunities to practise writing blog responses prior to the task.

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# Evidence base

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NESA (NSW Education Standards Authority) (2022) ‘[Advice on scope and sequences](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/programming/advice-on-scope-and-sequences)’, Programming, NESA website, accessed 21 December 2022.

NESA (2022) ‘[Proficient Teacher: Standard descriptors](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards/proficient-teacher)’, The Standards, NESA website, accessed 21 December 2022.

State of New South Wales (Department of Education) (2022) ‘[Differentiating learning](https://education.nsw.gov.au/teaching-and-learning/professional-learning/teacher-quality-and-accreditation/strong-start-great-teachers/refining-practice/differentiating-learning)’, Refining practice, NSW Department of Education website, accessed 21 December 2022.

Wiliam D (2013) ‘[Assessment: The bridge between teaching and learning](https://www.researchgate.net/publication/258423377_Assessment_The_bridge_between_teaching_and_learning)’, *Voices from the Middle*, 21(2):15–20, accessed 21 December 2022.

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1. Teacher to provide text(s). To support Part B, provide 2 different timetable versions in Part A. When students work in pairs for Part B, ensure each student in the pair has a different timetable. [↑](#footnote-ref-2)
2. As this task assesses interaction, students are encouraged to work in pairs or small groups. Some students may prefer to work individually and/or use assistive technology to provide oral responses. Students could perform live in class, or record their conversation using a platform such as [Flip](https://info.flip.com/en-us.html). [↑](#footnote-ref-3)
3. Each student has a different timetable – refer footnote 1. [↑](#footnote-ref-4)
4. Teacher to provide text(s). [↑](#footnote-ref-5)
5. To cater to a range of learners, questions should range from comprehension of key information to justifying responses with reference to the text. [↑](#footnote-ref-6)