Italian Stage 5 – sample scope and sequence (200 hours)

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# 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.

# Italian Stage 5 – sample scope and sequence for 200-hour elective

This scope and sequence is for the 200-hour elective course, and includes suggested summative assessment tasks for each term, aligned to syllabus outcomes.

To support student engagement, the student-facing infographics gives students a visual guide of their learning. You can access the infographics on the [Support for Italian Stage 5](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/languages-curriculum-resources-k-12/languages-curriculum-resources-7-10/support-for-italian-s5) webpage. You can also access an [editable version](https://www.canva.com/design/DAF-Hurr7Zc/odHsOygQSmmyRul887OAhQ/view?utm_content=DAF-Hurr7Zc&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink&mode=preview), to amend for your own context.

 

## Year 9

Table 1 – Italian 200-hour scope and sequence (Year 9)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Term/duration | Learning overview | Outcomes | Skills | Assessment |
| Term 1  10 weeks | **Important people in my life**  ***Le persone importanti nella mia vita***  Students share information about their families (including pets) and people close to them.  Students make comparisons between themselves and others.  Students identify activities they do with friends and family and express how often they do them. | **ML5-INT-01**  exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language  **ML5-UND-01**  analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding  **ML5-CRT-01**  creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language | * Describe your family and friends, including physical attributes and personality, for example, *Mio fratello è adatto e fastidioso*; *Mia mamma è alta e gentile*; *Il mio amico è piccolo e simpatico*. * Describe your pet (or ideal pet) including physical attributes and personality, for example, *Mi piace il mio gatto perché è piccolo e affettuoso*; *Il mio cane ideale è carino*. * Compare attributes of family members and friends, for example, *Mia sorella è più giovane di me*; *Mio fratello è meno sportivo di me*; *Il mio amico Giovanni è più simpatico di me.* * Share information about family dynamics using the third person plural conjugation of verbs, for example, *andiamo d’accordo*, *litighiamo*, *giochiamo insieme.* * Describe activities you do with family and friends and how frequently, for example, *Vado sempre* *a scuola con* *mio padre*; *Ascolto spesso la musica con mia sorella*; *Non guardo mai la televisione con mio zio.* * Use possessive pronouns to identify relationships. | **Creating texts (ML5-CRT-01)**  Create an audio-visual presentation for an exchange sibling to introduce your favourite people, including:   * descriptions of at least 3 friends and/or family members (may include one pet) * a comparison between yourself and 2 family members and/or friends * information on how you get on with 2 family members and/or friends * details about at least 3 activities you do with family or friends, and how frequently. |
| Term 2  10 weeks | **My home, my area**  ***La mia casa, il mio quartiere***  Students describe their home[[1]](#footnote-1) or ideal home.  Students exchange information about where they live and activities to do in the area or neighbourhood.  Students explore the differences between neighbourhoods and types of homes in Australia and other countries to build their understanding of how lifestyles are influenced by local surroundings. | **ML5-INT-01**  exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language  **ML5-UND-01**  analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding  **ML5-CRT-01**  creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language | * Describe rooms and features of the home or ideal home. * Share information about where you live, for example*, Abito in città/campagna/al mare*; *Abito a Bega in via Rawlinson*; *Abiti in un quartiere tranquillo?* * Identify and describe buildings and facilities in the local area and activities you do there, for example, *Nel mio quartiere c’è un bel parco*; *Al parco giochiamo a calcio.* * Use qualifying adjectives to express opinions on homes and neighbourhood facilities, for example, *Lo stadio è troppo vecchio*; *L’ospedale è abbastanza nuovo.* * Ask for and give directions, for example, *Dov’è la banca?*; *La banca è vicino, in via Roma.* * Access texts that compare housing in Australia (or students’ home country) and Italy, using comparative structures, for example, *è piu cara di, è [adjective] come.* | **Interacting (ML5-INT-01)**  You and a friend are going to Italy on exchange. You have each received an email[[2]](#footnote-2) about your host family’s home and neighbourhood. Read your email, allowing time[[3]](#footnote-3) to understand the content. Then, work with your partner[[4]](#footnote-4) to compare your accommodation. In your interaction, ask and answer questions about:   * the location of the home * the type of home, for example, house or apartment * the rooms in the home, including the number of bedrooms * additional features such as balcony or garden * nearby facilities and related activities to do there * your opinion of at least one of the nearby facilities. |
| Term 3  10 weeks | **Fit and healthy**  ***In forma e in salute***  Students describe how they are feeling and discuss illness and injury.  Students discuss how to maintain a healthy lifestyle.  Students explore how different cultures approach healthy lifestyle choices and how weather and seasons can influence their choice of physical activity. | **ML5-INT-01**  exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language  **ML5-UND-01**  analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding  **ML5-CRT-01**  creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language | * Identify parts of the body and describe injuries, for example, *Mi fa male la gamba.* * Describe how you are feeling, including symptoms of illness and how long you have had them, for example, *Ho mal di testa da ieri*; *Non mi sento bene da due giorni*; *Sono sempre stanco(a).* * Ask and answer questions about eating habits, for example, *Che cosa mangi normalmente a colazione/pranzo/cena?*; *Mangi sano?*; *Di solito mangio sano, ma mi piace mangiare i fast food il venerdì sera*; *Mangio spesso fuori il weekend.* * Describe and explain food choices and physical activities, including frequency, duration and seasonal preferences, for example, *Mangio la frutta ogni giorno*; *Faccio attività fisica regolarmente*; *Gioco a calcio per un’ora al giorno*; *Vado in palestra tre volte alla settimana*; *D’inverno andiamo a sciare*; *D’estate nuoto in piscina un’ora al giorno.* * Use conditional tense to make suggestions to improve lifestyle, for example, *Dovresti bere più acqua*; *Dovresti mangiare meno caramelle*; *Non dovresti [*infinitive*].* * Access information relating to lifestyle and food choices, including advice on staying fit and healthy. | **Understanding texts (ML5-UND-01)**  You have received an email from the Italian exchange student at your school describing how they are feeling and seeking advice to improve their health while living in Australia. Respond in English to questions[[5]](#footnote-5) about the email.  **Creating texts (ML5-CRT-01)**  Create a response in Italian, including:   * two questions, to gather more information * two suggestions that address their concerns * two things you do to maintain a healthy lifestyle, including frequency, duration and weather or seasonal preference. |
| Term 4  10 weeks | **Let’s go shopping!**  ***Facciamo lo shopping!***  Students describe clothing, footwear and accessories.  Students justify clothing choices, based on when and where they will wear them.  Students use appropriate shopping phrases to choose and purchase items.  Students explore Italian fashion. | **ML5-INT-01**  exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language  **ML5-UND-01**  analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding  **ML5-CRT-01**  creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language | * Describe items of clothing, footwear and accessories, for example, *una camicia gialla a righe*, *una maglietta azzurra*, *una borsa in pelle, un paio di scarpe nere in pelle, numero quaranta.* * Use direct object pronouns, for example, *Lo preferisco perchè è più economico*. * Use demonstrative adjectives to specify, for example, *Ti piace questa borsa?*; *Preferisco questo portafoglio*. * Use demonstrative pronouns to specify, for example, *Ti piace questo?*; *No, preferisco quello.* * Discuss appropriate clothing to wear to specific events or venues, for example, *Porto un vestito per andare in chiesa*; *Porti jeans per andare a una festa?* * Understand and apply key shopping expressions using formal *Lei* (you), for example, *Desidera?*; *Quanto costa?*; *Vorrei…*; *Cerco…*; *Che taglia/numero porti; Ha questa giacca in blu?*; *Ha la taglia più grande?* * Understand the currency used in Italy and use larger numbers to discuss the price of items. * Express what you will wear to an event using the future tense, for example, *Sabato sera andrò a una festa*; *Indosserò il mio nuovo vestito.* * Explore Italian clothing and fashion. | **Part A: Creating texts (ML5-CRT-01)**  You have been invited to an event, for example, a birthday party or formal, and you need a new outfit. Access the [Rinascente](https://www.rinascente.it/it) website to choose at least 3 items of clothing you want to buy to wear to the event. Write a detailed list of the 3 items (clothing, footwear or accessories), including sizes, colours and designs.  Write a text message to your best friend outlining:   * the event you will be attending * a description of each new item you will buy to wear to the event * a justification for why you have chosen each item, for example, *Mi piace la camicia bianca perché è meno costoso e mi piace il colore.*   **Part B: Interacting (ML5-INT-01)**  In pairs, with one student taking the role of the Italian salesperson and one as the customer, have a conversation[[6]](#footnote-6) in Italian to buy your items.  In your conversation:   * identify the items you want to buy including colour and design * ask for your sizes (clothing and footwear) * ask for prices of the items.   In your interaction, include some negotiation for items, for example, a different size or colour. |

## Year 10

Table 2 – Italian 200-hour scope and sequence (Year 10)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Term/duration | Learning overview | Outcomes | Skills | Assessment |
| Term 1  10 weeks | **A typical week**  ***Una settimana tipica***  Students share information about daily routines, during the week and on the weekends, including leisure activities.  Students identify how they help around the home.  Students explore the importance of cultural concepts such as *fare una passeggiata*. | **ML5-INT-01**  exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language  **ML5-UND-01**  analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding  **ML5-CRT-01**  creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language | * Exchange information relating to daily routines, using reflexive verbs, time and days of the week, for example, *Mi sveglio alle sette il lunedì.* * Share information about leisure activities including justifications, 24-hour time, frequency and duration, for example, *Che cosa ti piace fare dopo scuola/il fine settimana?*; *Faccio lo skateboard due volte alla settimana per un’ora/due ore*; *Gioco spesso a calcio*; *Mi piace perché fa bene alla salute.* * Use conjugations of irregular verbs *andare*, *fare* and *uscire* to express leisure activities and household chores. * Use direct object pronouns to discuss leisure activities and household chores, for example, *Faccio la spesa. La faccio ogni venerdì pomeriggio*; *Fa il bucato. Lo fa il fine settimana.* * Discuss household chores, frequency and likes/dislikes, with reasons, for example, *Faccio il mio letto ogni mattina*; *Non mi piace farlo per niente perché è noioso.* | **Creating texts (ML5-CRT-01)**  A class in Italy wants to exchange videos with your class to learn about the daily lives of teenagers in Italy and Australia. Create a short video describing your average week, including weekdays and weekends.  Include:   * a greeting, appropriate introductory sentence and sign-off * an outline of what you usually do in the morning, from the time you wake up until you arrive at school * the start and finish times of school * a detailed description of at least 3 activities you regularly do after school or on the weekend, with frequency and reasons why you do these activities * an activity you do with family or friends, with frequency and your opinion about it * an activity you do not do often, with reason(s) * a statement about at least 2 household chores you do and/or do not do, with frequency and opinions * a variety of at least 3 questions for the Italian students about their average week. |
| Term 2  10 weeks | **Parties and celebrations**  ***Le feste e celebrazioni***  Students exchange information about birthdays and other celebrations.  Students invite others to an event, and accept and decline invitations with reasons.  Students discuss what activities take place at a party.  Students explore important cultural events in Italy and compare them to those in Australia. | **ML5-INT-01**  exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language  **ML5-UND-01**  analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding  **ML5-CRT-01**  creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language | * Discuss activities related to celebrations revising present tense verbs, for example, *Alla festa di compleanno* *ascoltiamo la musica e ci divertiamo*; *Mi piace ballare e cantare*; *A Natale andiamo in chiesa e mangiamo molto*. * Express ability using the modal verb *potere*, for example, *Possiamo cucinare le pizze*; *Posso venire anch’io?*; *Non posso venire perché…* * Accept and decline invitations with reasons, for example, *Vuoi venire/andare alla festa?*; *Sì, volentieri*; *No, mi dispiace ma non posso/voglio perché devo studiare.* * Agree or disagree with someone, for example, *Sono d’accordo*; *Penso di si/non*; *Siamo d’accordo.* * Access texts relating to significant cultural events in Italy and how they are celebrated. | **Interacting (ML5-INT-01)**  You and your Italian friend are considering attending a *Ferragosto* celebration[[7]](#footnote-7) held in Sydney.  **In pairs, consider the information on this** [website](https://www.canadabay.nsw.gov.au/ferragosto) **and have a conversation**[[8]](#footnote-8) **about the festival.**  **In your conversation discuss:**   * what the event is for * the details of the festival including date, time and location * a comment on at least one activity you could do at the festival that appeals and one activity that does not appeal to you * your plans to attend the festival (or not), with reasons. |
| Term 3  10 weeks | **What work do you do?**  ***Che lavoro fai?***  Students discuss part-time work options and household chores, including tasks and opinions.  Students explore what teenagers earn and what they like to spend their money on.[[9]](#footnote-9)  Students identify future job preferences. | **ML5-INT-01**  exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language  **ML5-UND-01**  analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding  **ML5-CRT-01**  creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language | * Share information about part-time jobs for teenagers, for example, *Lavori part-time?*; *Faccio il babysitting ogni weekend*; *Lavoro a McDonalds due giorni alla settimana*. * Describe their work, for example, *Servo i clienti a un caffè*; *Lavo le macchine per i* *vicini*; *Aiuto a casa.* * Share information about job preferences, with reasons, for example, *Preferisco lavorare come pet sitter perché mi piacciono gli animali*; *Mi piace il lavoro fisico/manuale/utile.* * Use *da* to express how long someone has been doing a job for, for example, *Mio fratello lavora come dog sitter da due anni.* * Express what activities you did last weekend, using, for example, *Ho lavato la macchina; Ho fatto la spesa con mio padre.* * Access information about earnings and pocket money, for example, *La mia amica guardagna [*amount*] euro all’ora; La mia paghetta è di 40 dollari al mese.* * Access information about what teenagers spend their money on, for example, *Con i miei soldi, compro i vestiti di moda.* * Describe opinions about work, for example, *Il lavoro da cameriere è faticoso e non sono molto paziente.* * Discuss wishes for future work using the conditional of *piacere*, for example, *Nel futuro mi piacerebbe fare l’insegnante*. | **Understanding texts (ML5-UND-01)**  **You have received 3 messages from your Italian friends, sharing information about their pocket money and their part-time jobs, including information about how they help at home to earn pocket money, and details about their jobs, including how much they earn, their responsibilities and how they feel about the work.**  **Complete a PMI chart for each job, then indicate which person you think has the best situation, with justifications.**  **Interacting (ML5-INT-01)**  **You are being interviewed for an Italian podcast**[[10]](#footnote-10) **on teenagers and work. You will be asked questions about:**   * **what work you do to help at home** * **what you did last weekend to help at home** * **if you have a part-time job** * **if yes, what you do and if you like it, with reasons; if no, what you would like to do, with reasons.** |
| Term 4  10 weeks | **What a great holiday!**  ***Che belle vacanze!***  Students discuss a recent holiday (real or imagined).  Students explore travelling to popular holiday destinations in Italy and around the world. | **ML5-INT-01**  exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language  **ML5-UND-01**  analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding  **ML5-CRT-01**  creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language | * Describe places you have been to, for how long, where you stayed and how you got there using the *passato prossimo* with *essere*, for example, *Sono andato(a) in Italia per due settimane*; *Sono stato(a) in un albergo/un campeggio/una pensione*; *Sono andato(a) in aereo/treno/macchina.* * Describe different geographical locations using compass points, prepositions of place and adjectives, for example, *Sono andato(a) al nord d’Italia/negli Appennini*; *Sei stato(a) in città o in montagna?* * Use the *passato prossimo* with *avere* to recount in the past, for example, *Ho visitato il centro storico*; *Ho mangiato la pizza ogni giorno.* * Use expressions of time in the past, for example, *la settimana scorsa, lo scorso fine settimana.* * Use the imperfect tense of *essere* and *fare* to describe the past, for example, *c’era tanta gente, faceva caldo/freddo/bel tempo.* * Express how you felt about an activity/place, for example, *Non mi è piaciuto il museo perché era noioso.* * Access texts exploring popular holiday destinations in Italy. | **Creating texts (ML5-CRT-01)**  You have just returned to school after the holidays. Create a diary entry to describe what you did on your holiday (real or imagined). Include:   * where you went, with details about the location using compass points * when you went and for how long * how you travelled there * where you stayed * what the weather was like * at least 3 activities you did while you were on holiday * a detailed description of one activity including why you liked it or why you didn’t like it. |

[Modern Languages K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/languages/modern-languages-k-10-2022/overview) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2022.

Please complete this [feedback form](https://forms.office.com/Pages/ResponsePage.aspx?id=muagBYpBwUecJZOHJhv5kd-DQpO7ustDkqkHBLk4v2FUQktWOUQ3UkE5RjRBVkw3STA3WlJOUjVQOC4u) to help us improve our resources and support.

# 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).

**Explicit teaching:** Further advice to support explicit teaching is available on the [Explicit teaching](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching) webpage. This includes the CESE [Explicit teaching – Driving learning and engagement](https://education.nsw.gov.au/about-us/education-data-and-research/cese/publications/research-reports/what-works-best-2020-update/explicit-teaching-driving-learning-and-engagement) webpage.

**Alignment to system priorities and/or needs:** [School Excellence Policy](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468), [Our Plan for NSW Public Education](https://education.nsw.gov.au/about-us/strategies-and-reports/plan-for-nsw-public-education)

**Alignment to the School Excellence Framework:** This resource supports the [School Excellence Framework](https://education.nsw.gov.au/inside-the-department/directory-a-z/strategic-school-improvement/school-excellence-framework) 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, Inclusive Education and subject matter experts

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

**Syllabus outcomes:** ML5-INT-01, ML5-UND-01, ML5-CRT-01

**Author:** Languages and Culture

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

**Resource:** Italian Stage 5 scope and sequence

**Related resources:** Further resources to support modern languages Stage 5 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.
* **EAL/D learners**. EAL/D learners may require scaffolding 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. [View some samples of differentiating through scaffolding](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/english-as-an-additional-language-or-dialect/teaching-and-learning#Differentiation2).
* **Students with disability**. Learning adjustments enable students with disability 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. Examples of differentiated and personalised adjustments are provided on the [Inclusive Practice hub](https://education.nsw.gov.au/campaigns/inclusive-practice-hub). Students may respond to tasks using their preferred mode of communication. 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.

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# Evidence base

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1. This may be a sensitive topic for some students learning English as an additional language (EAL/D). Offer options to discuss their home in their home countries or an imaginary home. [↑](#footnote-ref-1)
2. Teacher to provide texts – each student should have their own text, with differing information. [↑](#footnote-ref-2)
3. Students read their email individually. Allow time for students to understand the content of their email, including using a word bank or dictionary, if needed. This will support students in their interactions. [↑](#footnote-ref-3)
4. As this task assesses interaction, students are encouraged to work in pairs for the conversation. 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-4)
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-5)
6. As this task assesses interaction, students are encouraged to work in pairs for the conversation. 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). The teacher could play the role of one of the students. [↑](#footnote-ref-6)
7. Students could also research their own celebration, if preferred, to allow for student choice. The focus of the task is on language use, not cultural information. [↑](#footnote-ref-7)
8. As this task assesses interaction, students are encouraged to work in pairs for the conversation. 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). The teacher could play the role of one of the students. [↑](#footnote-ref-8)
9. Discussing money can be a sensitive topic for some students. Consider what is appropriate for your context. Content related to money can be limited to ‘Understanding texts’, if appropriate. [↑](#footnote-ref-9)
10. The interaction could take place with the teacher playing the role of podcast host, or between 2 students, with students repeating the interaction but swapping roles. [↑](#footnote-ref-10)