# Modern Languages Stage 1 – sample scope and sequence

All NSW public schools need to plan curricula and develop teaching programs consistent with the Education Act (1990) and the [NSW Education Standards Authority (NESA) syllabuses](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/syllabuses-a-z) and credentialing requirements. Scope and sequence documents form part of the ongoing evidence schools maintain to comply with the [department’s policy](https://policies.education.nsw.gov.au/policy-library/policies/curriculum-planning-and-programming-assessing-and-reporting-to-parents-k-12), policy standards and registration requirements.

Effective teaching of Modern Languages requires a deep knowledge of the key concepts, ideas, and skills present in the syllabus, and an understanding of how to teach and assess these in local contexts to meet student needs.

There will be variations in scope and sequences arising from differences in school contexts, student cohorts and syllabus requirements. Scope and sequences are flexible documents that are designed to help teachers respond to student needs, as identified through ongoing assessment. They provide a brief overview of the key concepts and ideas addressed in learning and teaching programs for an individual stage or year.

This sample scope and sequence document is based on a school program of 60 minutes per week.

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

## Proficiency levels

The units and tasks in this document are aimed at Beginner students. It is assumed that most Stage 1 students have been learning [Language] since Kindergarten and their proficiency level will still be Beginner. Every classroom will be different, and teachers will need to adapt to their context.

Table 1 – Year A scope and sequence

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Teaching and learning | Term 1 | Term 2 | Term 3 | Term 4 |
| Unit title | Introductions | Who is it? | The Sleepy Bear | School Canteen |
| Outcomes to be assessed | **ML1-INT-01**  exchanges meaning by selecting culturally appropriate modelled language | **ML1-INT-01**  exchanges meaning by selecting culturally appropriate modelled language | **ML1-UND-01**  recognises and responds to information in simple texts to demonstrate understanding  **ML1-CRT-01**  creates simple texts by selecting culturally appropriate modelled language | **ML1-INT-01**  exchanges meaning by selecting culturally appropriate modelled language |
| Overview of learning | In this unit, students use culturally appropriate informal and formal language to greet and introduce people to each other, using formulaic phrases to introduce peers and adults. | In this unit, students use formal and informal language to greet and interview each other in [Language]. They use greetings, rehearsed language and formulaic phrases to share information about themselves. | In this unit, students complete the picture book The Sleepy Bear. Students use simple vocabulary on food, numbers, and colours to write a simple sentence in the book. | In this unit, students make a bilingual poster of food from the school canteen. They discuss likes and dislikes before ordering food from the canteen in a role-play. |
| Assessment task | **Task:** You are a student who has just moved to Australia from [Country]. Introduce a family member to a friend. Your friend is a student of [Language], and your family member can only speak [Language].  **Context:** you have just moved to Australia from [Country]  **Audience:** your friend  **Purpose:** to introduce a family member to your friend | **Task:** You are a contestant in a game show Who is it? You need to guess the name of a person based on clues about their appearance, age, gender, hair and eye colour.  **Context:** your school is hosting a game show  **Audience:** host of the show  **Purpose:** to guess the name of a person | **Task:** You are reading a book and discover that the end of the story is missing. Complete the story.  **Context:** you are reading a book and the end is missing  **Audience:** readers of the book  **Purpose:** to complete the book | **Task:** You would like to get something for lunch from the canteen menu. Tell the [Nationality] parent at the canteen some things you like and some things you don’t like before deciding on what to buy.  **Context:** choosing food from the canteen menu  **Audience:** [Nationality] parent helper  **Purpose:** to decide what to buy |

Table 2 – Year B scope and sequence

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Teaching and learning | Term 1 | Term 2 | Term 3 | Term 4 |
| Unit title | We are family | Who will I see at the zoo? | What’s in my bag? | Party time! |
| Outcomes to be assessed | **ML1-INT-01**  exchanges meaning by selecting culturally appropriate modelled language | **ML1-UND-01**  recognises and responds to information in simple texts to demonstrate understanding  **ML1-CRT-01**  creates simple texts by selecting culturally appropriate modelled language | **ML1-CRT-01**  creates simple texts by selecting culturally appropriate modelled language | **ML1-INT-01**  exchanges meaning by selecting culturally appropriate modelled language |
| Overview of learning | In this unit, students introduce members of their families in [Language] Students use simple greetings, rehearsed phrases, nouns and pronouns to exchange information about their family members with their peers. | In this unit, students create a page to add to the class book. They use names of basic colours and zoo animals to write a simple phrase or sentence in the book. | In this unit, students create a video for their friend suggesting clothes and things to pack for a family holiday. They use vocabulary related to clothes and weather to create simple sentences. | In this unit, students create a party invitation for their friends in [Language], specifying details such as day, date, time and location. They then use simple formulaic language and expressions to invite friends to a party. |
| Assessment task | **Task:** A friend from [Country] introduced you to their parents. Now it is your turn to tell your friend's parents about your family. Use a photograph and introduce members of your family to them. Include names of the family members and their relationship with you.  **Context:** responding to a request from a friend's parent  **Audience:** your friend and their family  **Purpose:** to tell your friend's parents about your family | **Task:** Your class is writing a book called ‘Who will I see at the zoo?’ Create a page describing an animal in the book. The book will be read aloud to Kindergarten students.  **Context:** students contribute to a class book on animals in [Language]  **Audience:** Kindergarten students  **Purpose:** to support language learning for Kindergarten students | **Task:** You are going on a holiday with your family, and you are bringing along a friend. Send a video to your friend explaining what they need to pack for the holiday in [Language].  **Context:** you are going on a holiday with your family and bringing along a friend  **Audience:** your friend  **Purpose:** to let your friend know what to pack for a holiday | **Task:** You would like to invite your friend by giving them an invitation that you have created. Ask them if they would come to your party and tell them the details of your party in [Language].  **Context:** your party  **Audience:** your friend  **Purpose:** to invite them to the party |

**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 Primary Languages team by emailing [primlang@det.nsw.edu.au](mailto:primlang@det.nsw.edu.au).

**Alignment to system priorities and/or needs:** [School Excellence Policy](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468), [School Success Model](https://education.nsw.gov.au/public-schools/school-success-model/school-success-model-explained)

**Alignment to the School Excellence Framework:** this resource supports the [School Excellence Framework](https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide/resources/about-sef) elements of curriculum (curriculum provision, teaching and learning programs) and effective classroom practice (lesson planning).

**Alignment to Australian Professional Teaching Standards:** this resource supports teachers to address [Australian Professional Teaching Standards](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, Secondary Learners, school-based staff and NESA subject matter experts. Advice from Inclusive Education for *Modern Languages K–10 scope and sequence Stage 4* has been considered in preparing this document.

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

**Syllabus outcomes:** ML1-INT-01, ML1-UND-01, ML1-CRT-01

**Author:** Primary Curriculum

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

**Resource:** Scope and sequence

**Related resources:** further resources to support Stage 1 Modern Languages can be found on the [Languages K–6 curriculum page](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/planning-programming-and-assessing-languages-k-6).

**Professional learning:** relevant professional learning is available through [Primary Languages Networks](https://teams.microsoft.com/l/team/19%3az18AANNDakIiZmi9dSLcfWx2Den_p0EiRqjP1B2_nYc1%40thread.tacv2/conversations?groupId=f062beb5-8af0-4ba5-87b3-bd45fa3f9767&tenantId=05a0e69a-418a-47c1-9c25-9387261bf991) on Teams (staff only).

**Universal Design for Learning:** [Universal Design for Learning planning tool](https://education.nsw.gov.au/teaching-and-learning/learning-from-home/teaching-at-home/teaching-and-learning-resources/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 primary school](https://education.nsw.gov.au/campaigns/inclusive-practice-hub/primary-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 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.
* **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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**References**

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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 (NSW Education Standards Authority) (2022) ‘[Proficient Teacher: Standard descriptors](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/implement/differentiation-adjustment-strategies)’, *The Standards*, NESA website, accessed 21 December 2022.

State of New South Wales (Department of Education) (2021) ‘[Universal Design for Learning planning tool](https://education.nsw.gov.au/teaching-and-learning/learning-from-home/teaching-at-home/teaching-and-learning-resources/universal-design-for-learning)’, *Teaching and learning: Resource Library*, NSW Department of Education website, accessed 21 December 2022.

State of New South Wales (Department of Education) (2022) ‘[Developing a scope and sequence](https://education.nsw.gov.au/teaching-and-learning/curriculum/primary/scope-and-sequences)’, *Primary curriculum hub*, NSW Department of Education 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.

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