# French – Stage 4 – sample scope and sequence (100 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.

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

Table 1 – French 100-hour scope and sequence

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Term/  duration | Learning overview | Outcomes | Skills | Assessment |
| Term 1  10 weeks | **My best SELFie so far!**  ***Mon meilleur SELFie jusqu'à présent !***  Students explore different ways of greeting each other and introducing themselves and others.  Students share information about themselves, their family and their interests as well as express their opinions.  Students build relationships and explore some common interests with friends. | **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 at different times of the day and in a range of contexts. * Understand the nature of greetings and introductions in French. * Exchange information about themselves, including name, age, birthday, family, pets and interests. * Express preferences regarding interests and hobbies, for example, *j'aime, je déteste, je préfère*. * Describe physical appearances and personalities, for example, eye and hair colour, and/or facial features. | Part A: Understanding texts (ML4-UND-01)  View a range of social media profiles[[1]](#footnote-2) from a French teenage magazine and identify relevant details, in English, to demonstrate understanding[[2]](#footnote-3).  **Part B: Creating texts (ML4-CRT-01)**  Create a social media-style profile post in French about yourself, with the title *Mon meilleur SELFie jusqu'à present !*, to share with a sister school in a francophone country.  In your profile, write detailed captions in French for each photo.  Include:   * a greeting * your name, age, birthday * where you are from and where you live * a description of yourself * at least 2 interesting facts about your preferences, such as your favourite food, animal, movie, music or interests. |
| Term 2  10 weeks | **What are we eating?**  ***Qu’est-ce qu’on mange ?***  Students share information about food and drink preferences, with justifications.  Students learn about foods related to francophone cultures, including fast food options, restaurant options and meals at home.  Students explore procedural texts. | **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 | * Express opinions about different foods and drinks, using adjectives to justify opinions, for example, *c’est bon/mauvais pour la santé, c’est délicieux/bon/dégoûtant.* * Join sentences with conjunctions, for example, *et*, *mais*, *parce que*. * Explore fast food and restaurant menus. * Use appropriate phrases to order from a menu, giving reasons for choices. * Access procedural texts to understand *on* conjugation and sequencing words. | **Interacting (ML4-INT-01)[[3]](#footnote-4)**  In celebration of Bastille Day, your class is holding a small party and you need to choose what to eat and drink.  In groups of 2–3[[4]](#footnote-5), take turns to ask each other about the food and drink options. When answering, include your opinion of the food or drink, and the reason. Include conjunctions, for example *et, mais* and *parce que.*  **Share your discussion with the teacher, and then ‘order’** one food and one drink. |
| Term 3  10 weeks | **Let’s go to town!**  ***On va en ville !***  Students share information about where they live, where things are located and how to get there.  Students ask for and give directions, and describe the specific location of places.  Students explore the historical and cultural significance of a range of buildings in a typical French town or village and how they differ to those in Australia. | **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 | * Describe where you live and types of homes, using adjectives and prepositions, for example, *J’habite près de la mer dans une grande maison moderne à deux étages*. * Identify the rooms and features of homes. * Identify places in the local area. * Use culturally-appropriate language to ask for and give directions, for example, *Excusez-moi, pour aller à la gare, s’il vous plait ?* | **Part A: Understanding texts (ML4-UND-01)**  **You have received a number of emails from prospective host families for your upcoming exchange in which they describe where they live and the local area.**  **Use the positive/negative/interesting (PMI) table to identify the most appropriate family for you. Complete the table in English, justifying your decision with references to the text.**  **Part B: Creating texts (ML4-CRT-01)**  In French, write an email in response to your chosen family, including:   * a brief introduction about yourself and your family * at least 3 reasons for choosing them (for example, they live near the beach and you like to surf) * a description of where you live and your neighbourhood * a description of your favourite local place, its location and what you like to do there. |
| Term 4  10 weeks | **The holidays are here!**  ***Vive les vacances !***  Students learn about different weather conditions for each season and the activities that can be done at certain times of the year.  Students express how family, friends and people from francophone cultures spend their 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 exchange information about important events in francophone cultures, including when and where they take place. * Make plans to attend an event, including details of clothing, weather and transport to the event. * Express opinions and preferences when discussing activities and/or events, with justification. * Suggest an event, giving reasons for attending, such as *Allons à la fête de la musique, il va faire beau et j’adore écouter de la musique.* | **Interacting** (**ML4-INT-01)**  While your friend from France is visiting you, your family is planning a trip during the school holidays. In pairs[[5]](#footnote-6), with one of you playing the role of the French friend, discuss:   * where you are going * what you plan to do, including reasons for the activities * things that you will need, including clothing * how you will get there. |

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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:** [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 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:** 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.
* **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. 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.

**Creation date:** July 2023

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## Evidence base

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NESA holds the only official and up-to-date versions of the NSW Curriculum and syllabus documents. Please visit the NSW Education Standards Authority (NESA) website <https://educationstandards.nsw.edu.au/> and the NSW Curriculum website [https://curriculum.nsw.edu.au/home](https://aus01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcurriculum.nsw.edu.au%2Fhome&data=05%7C01%7CCaitlin.Pace1%40det.nsw.edu.au%7C9c2c1a9f59c94d2df30708dafa7edb23%7C05a0e69a418a47c19c259387261bf991%7C0%7C0%7C638097720042599463%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=SYVPECiogUlm2Ck2OkCJ8LGVJ3ZUXn%2Bm5%2F%2FbO4ocGOM%3D&reserved=0).

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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). [↑](#footnote-ref-2)
2. 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-3)
3. View [the related summative assessment task](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-french-term-2-summative-assessment-task.docx), with marking guidelines. [↑](#footnote-ref-4)
4. 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. [↑](#footnote-ref-5)
5. 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-6)