German 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.

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

This scope and sequence is for the 100-hour mandatory course, and includes suggested summative assessment tasks for each term, aligned to syllabus outcomes.

To support student engagement, the [student-facing infographic (PDF 950 KB)](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s4-german-scope-and-sequence.pdf) gives students a visual guide of their learning. You can access an [editable version](https://www.canva.com/design/DAF8nm_yhr0/DBH3fwQxMWEQ3WB8KpI8tw/view?utm_content=DAF8nm_yhr0&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink&mode=preview), to amend for your own context

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Table 1 – German 100-hour scope and sequence

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Term/duration | Learning overview | Outcomes | Skills | Assessment |
| Term 110 weeks | **This is us!*****Das sind wir!***Students greet people in different ways, and introduce themselves and others.Students share information about themselves to build relationships and explore commonalities with new 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 different people at different times of the day.
* Understand the nature of greetings and introductions.
* Understand and exchange information about yourself, including name, age, where you live and nationality.
* Share information about family and pets, for example *Hast du Geschwister?*; *Ja, ich habe einen Bruder*; *Hast du ein Haustier?*; *Ja, ich habe einen Hund und zwei Fische*.
 | **Creating texts (ML4-CRT-01)**A new student is joining your class from a German-speaking country and you would like to make them feel welcome. Create a text introducing yourself, and asking them a range of questions. You can choose the format of the text, for example text message, comic or video clip.In your text, include:* your name and age
* where you live and your nationality
* information about who is in your family (including pets, where relevant)
* at least 3 questions for them to answer.
 |
| Term 210 weeks | **What do you like to eat?*****Was isst du gern?***Students express preferences relating to foods and drinks.Students give opinions about different foods, such as taste.Students explore mealtimes in a range of cultures. | **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 | * Identify a range of common food items, in singular and plural forms, for example, *Was ist das?*; *Das ist Brot*; *Was sind das?*; *Das sind Brötchen*.
* Express what you do or do not like to eat and drink, for example, *Ich esse gern Schinken*; *Ich trinke nicht gern Milch*.
* Express your favourite food and drink, for example, *Mein Lieblingsessen ist Schokolade.*
* Exchange information about what you and others eat for breakfast, lunch and dinner, for example, *Was isst/trinkst du zum Frühstück?*; *Ich esse Brot und trinke Kaffee* *zum Frühstück.*
* Express that you are hungry and thirsty.
* Provide opinions and describe flavour of foods using simple adjectives, for example, *Curry ist sehr scharf, aber lecker.*
* Explore the influence of German food in Australia, such as *Gummibärchen* and *Wurst*.
* Explore foods and mealtime habits in Germany and other cultures.
* Access information from authentic German websites relating to food.
 | **Interacting (ML4-INT-01)**You are on a school trip in Germany and are meeting your host family for the first time. Your host sibling[[1]](#footnote-2) wants to learn a bit more about your food and drink preferences. Greet your host sibling, and then discuss[[2]](#footnote-3):* what you usually eat for breakfast, lunch or dinner (depending on what your host sibling asks you)
* something you like to eat or drink, with a reason (adjective[s] to describe the food or drink)
* if you like a certain food or drink
* your favourite food or drink.

During the interaction, include 2 questions for your host sibling to answer, relating to food and/or drink. |
| Term 310 weeks | **What do you like to do?*****Was machst du gern?*****Students identify a range of free time activities, including hobbies and sports.****Students share information about activities, including opinions, and when and how often they do activities.****Students explore the factors that contribute towards popular sports or free time activities in Germany and other cultures.** | **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 | * Exchange information about hobbies and free time activities, including preferences, for example, *Ich spiele Fußball*; *Ich spiele nicht Tennis*; *Ich lese gern*; *Ich scrolle nicht gern durch Instagram.*
* Describe sports and activities using adjectives, for example, *Fußball ist spannend*; *Basketball macht Spaß*; *Ich finde Tennis langweilig.*
* Describe when and how often you do activities, for example *Ich fahre jeden Tag Rad*; *Ich chatte immer online*; *Samstags spiele ich Fußball*.
* Describe what people like and dislike, for example, *Meine Schwester mag Sport.*
 | **Part A: Understanding texts (ML4-UND-01)**Your class will be hosting students from Austria on exchange. Your teacher has given you 4 student profiles from your class, and 4 student profiles from the visiting class. Provide the best match for each visiting student and, using your preferred method of communication[[3]](#footnote-4), provide 2 reasons for each match.**Part B: Creating texts (ML4-CRT-01)**You have been matched with one of the Austrian students. Write an email[[4]](#footnote-5) to them, introducing yourself and your family. Include:* your name, age and where you live
* 3 activities you do in your free time, and when, with reasons why you like (or don’t like) them.
 |
| Term 410 weeks | **Let’s celebrate!*****Lasst uns feiern!***Students ask and answer questions about the day and date, and express their birthday.Students identify dates of significant celebrations and events in Germany and other cultures.Students invite a friend to an event.Students discuss what foods and drinks they will bring to a celebration.Students discuss the weather in relation to clothing choices.Students discuss what they will wear to a celebration and express opinions about clothes. | **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 days and dates.
* Exchange information about birthdays and wish someone ‘Happy birthday’.
* Ask someone where they are going and say where you are going, for example, *Wohin gehst du am zehnten Oktober?*; *Ich gehe zur Geburtstagsparty.*
* Make plans to attend an event with someone, including accepting and declining invitations, for example, *Kommst du zur Party mit?*; *Ja, gerne*; *Es tut mir leid, ich kann heute nicht.*
* Discuss what food or drink items you will bring to an event, for example, *Was bringst du zur Party mit?*; *Ich bringe einen Kartoffelsalat mit.*
* Discuss the weather, for example, *Es ist sonnig und warm*; *Es ist kalt und regnet.*
* Discuss what you will wear to a celebration, for example *Ich trage einen Pulli.*
* Use pronouns and express opinions about clothes, for example, *Ich mag diesen Rock. Er ist geil*; *Ich mag das T-Shirt nicht. Es ist nicht stylish.*
 | **Interacting (ML4-CRT-01)**You and your friend[[5]](#footnote-6) are discussing plans to attend a party. In your conversation[[6]](#footnote-7):* identify when the party is (day and date)
* confirm you can both go
* what each of you will bring to eat or drink
* what each of you will wear, with reference to the weather.
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Please complete the following [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.

**Alignment to system priorities and/or needs:** [School Excellence Policy](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468)

**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 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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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. Host sibling role to be played by teacher. [↑](#footnote-ref-2)
2. To support the full range of students, the teacher can provide prompt cards or scaffolds to support spontaneous interaction. Students may use assistive technologies to provide oral responses. [↑](#footnote-ref-3)
3. Students may provide reasons in, for example, spoken or written form or using speech to text technology. [↑](#footnote-ref-4)
4. Students may be provided with a scaffold to assist with writing the email. [↑](#footnote-ref-5)
5. As this task assesses interaction, students are encouraged to work in pairs to complete the conversation. Some students may prefer to work individually and/or use assistive technology to provide oral responses. [↑](#footnote-ref-6)
6. Students could perform live in class or record their conversation using a platform such as [Flip](https://info.flip.com/). [↑](#footnote-ref-7)