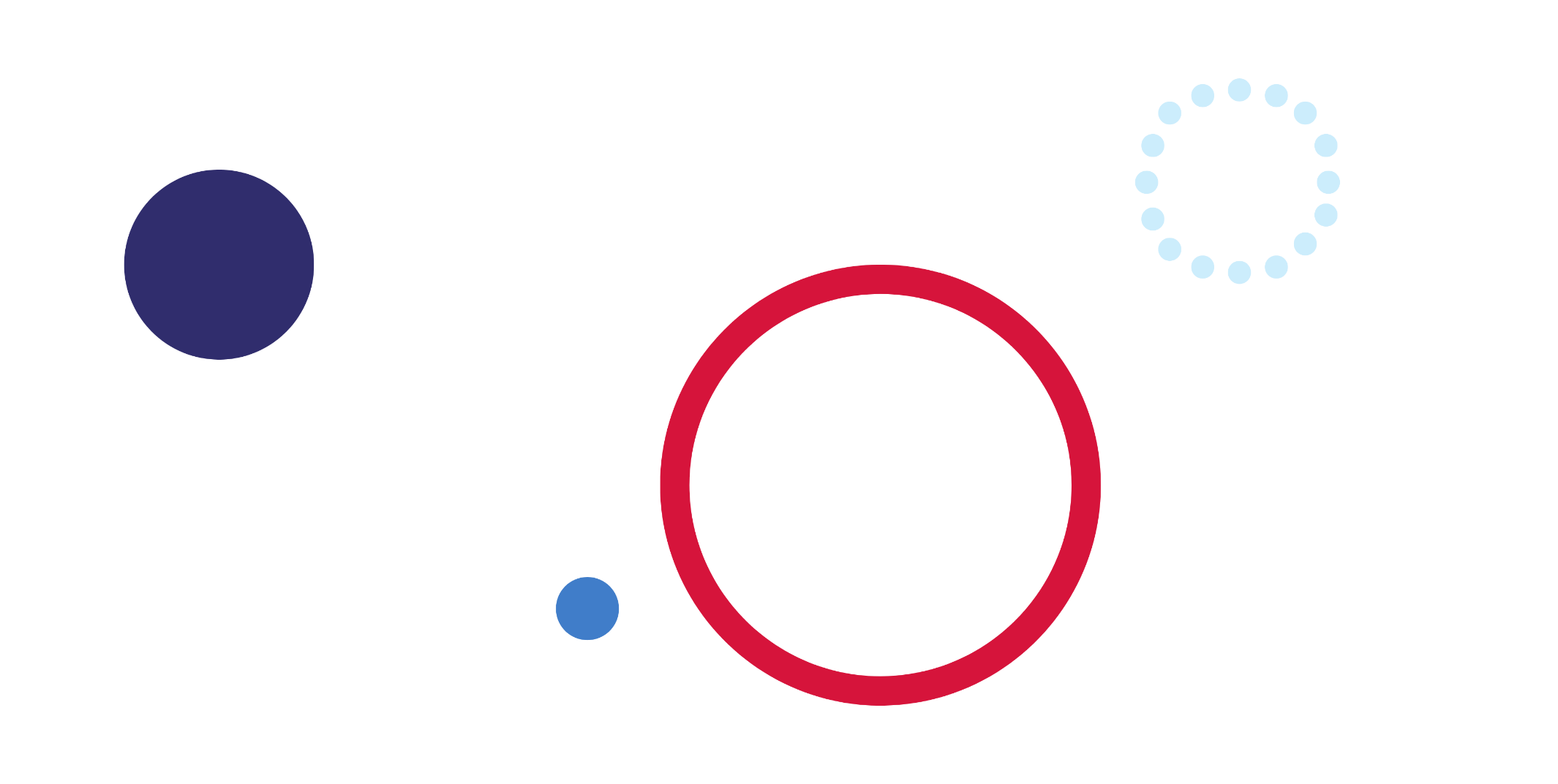
# Stage 4 Modern Languages – Sample scope and sequence



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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.

## Stage 4 Modern Languages – Sample scope and sequence for the mandatory 100 hours

Table – Modern Languages 100-hr scope and sequence

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Term/  duration | Learning overview | Outcomes | Skills | Assessment |
| Term 1  10 weeks | **My SELFie**  Students learn to introduce themselves and meet new people in the target language. Students explore different ways to greet people, learn what they have in common and what makes them unique. | **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 various times of day in a range of contexts.  **Understand the nature of greetings and introductions** in the target language, including meeting someone for the first time.  **Exchange information about themselves**, including name, age, birthday, where they live, likes and dislikes.  **Describe physical appearances**, for example,eye and hair colour, and facial features if applicable.  **Join sentences** with the conjunctions *and* and *but.* | **Part A: Creating text (ML4-CRT-01)**  Your class is sending profiles to students in [target country] to introduce yourselves. Create a ‘selfie’ that includes stickers, annotations or backgrounds which capture your identity. Add captions in [language], including:   * a greeting * your name, age, birthday * where you come from and where you live * something you like and something you don’t like * a description of yourself.   **Part B: Understanding text (ML4-UND-01)**  Your teacher has received profiles from students in [target country] who would like to correspond with you. Read the profiles and choose:   * 2 students who would be a suitable match for you * one student who would not be a good match.   In English, justify reasons for your choices, with reference to the texts.[[1]](#footnote-2) |
| Term 2  10 weeks | **For the love of food!**  Students learn to talk about food and drinks related to [target country] and explore cultural aspects in the context of eating at home and dining out. Students order items from a menu 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,** including ingredients, taste and price.  **Request and order from a menu.**  **Express opinions** about different menu items, using phrases such as *I think, I like/don’t like, I prefer, my favourite.*  **Give reasons** for choices.  **Interact** using simple conversation fillers. | **Interacting (ML4-INT-01)**  In pairs or small groups, share your thoughts and opinions on food and drinks, using cards to prompt discussion. During the discussion[[2]](#footnote-3), ask and answer questions on food and drink choices, demonstrating your ability to:   * name a range of food and drink items * say which foods and drinks you like and don’t like, with reasons * use adjectives and adverbs * use conjunctions.   Your group will record your game play and your teacher will assess the depth and breadth of your language choices. |
| Term 3  10 weeks | **A day in my life**  Students learn to discuss daily routines in [target country] and Australia. Students learn how to say when and how often they do daily activities, and their preferences. They also learn to talk about the daily activities of 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 | **Exchange information about daily routines,** including times, days of the week, verbs and vocabulary related to routine activities.  **Express opinions, likes and dislikes** about daily activities, including relevant adjectives.  **Describe the routines** of family, friends and people from the target culture.  **Create more complex sentences, expressing frequency and duration, and using a range of conjunctions.** | **Creating text (ML4-CRT-01**)  Your new penpal is coming to visit and would like to know what to expect when spending a day with you. Write a letter/email that:   * starts and ends with appropriate greetings and phrases * provides an overview of your daily activities * describes how you feel about 3 activities, expressing likes and dislikes, and using adjectives * describes your family or caregivers, including names, ages and what each person likes doing * includes at least 2 statements about one (or more) family member’s or caregiver’s activities. |
| Term 4  10 weeks | **Let the celebrations begin!**  Students learn about important events in the target culture and compare them to those in their own culture. Students investigate how family, friends and people from the target culture celebrate events and make plans to attend them. | **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 seasonal activities and celebrations in the target culture**, including where they take place and the activities that occur.  **Suggest and give reasons for events** such as *Let’s go skiing because it is winter* or *Let’s watch the fireworks because it is New Year.*  **Access information about the weather** including hot, cold, sunny, rainy.  **Make plans to attend an event**, asking about the weather on certain days, where activities are taking place and what transport will be taken to get there. | **Using a** flyer[[3]](#footnote-4) about a cultural event from [country], discuss the event with your friend to see if they will go with you.  **Part A: Understanding text (ML4-UND-01)**  Read the flyer about a week-long cultural event and answer questions in English to show your understanding of what will happen at the event. Create 3 questions in [language] to ask your friend in your discussion.  **Part B: Interacting** (**ML4-INT-01)**  Call[[4]](#footnote-5) your friend to make plans to attend the event, using the questions you created in Part A and the information you accessed from the flyer. In your conversation, include:   * a description of the event and/or schedule of activities * inviting your friend to come along * reasons/comments and encouragement to attend * when and where to meet * how you will get there * deciding the day to attend, based on weather. |

Outcomes and other elements of syllabus references in this document are from the [Modern Languages K-10 Syllabus](https://curriculum.nsw.edu.au/syllabuses/modern-languages-k-10-2022) © 2022 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2022.

## 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 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 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://education.nsw.gov.au/teaching-and-learning/curriculum/languages/statewide-staffrooms) (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 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.
* **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

**Links to third-party material and websites**

Please note that the provided (reading/viewing material/list/links/texts) are a suggestion only and implies no endorsement, by the New South Wales Department of Education, of any author, publisher, or book title. School principals and teachers are best placed to assess the suitability of resources that would complement the curriculum and reflect the needs and interests of their students.

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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.

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.

1. Students complete the task individually. Students may write or voice record their response. [↑](#footnote-ref-2)
2. Some students may require additional support with group discussions or may use assistive technology to communicate. [↑](#footnote-ref-3)
3. Teachers source or create their own flyers. Support with vocabulary from authentic resources may be provided. The flyer may be printed or digital. [↑](#footnote-ref-4)
4. Students could perform live in class, or record their ‘call’ using a platform such as [Flip](https://info.flip.com/). [↑](#footnote-ref-5)