# Modern Languages Early 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. Some Early Stage 1 students may be Intermediate or Advanced in the language if it is the background language of their family or if it is their mother tongue. Every classroom will be different, and teachers will need to adapt to their context. Many classes may include a combination of Beginner, Intermediate and Advanced students with varying skills and abilities within these proficiency levels.

Table 1 – scope and sequence

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Teaching and learning | Term 1 | Term 2 | Term 3 | Term 4 |
| Unit title | Hello! | It’s me! | Teacher for the day | Show and tell |
| Outcomes to be assessed | **MLE-UND-01**  responds to information in simple texts in a variety of ways to demonstrate understanding | **MLE-INT-01**  exchanges meaning through play and actions by reproducing culturally appropriate modelled language | **MLE-INT-01**  exchanges meaning through play and actions by reproducing culturally appropriate modelled language  **MLE-CRT-01**  creates simple texts by reproducing culturally appropriate modelled vocabulary | **MLE-CRT-01**  creates simple texts by reproducing culturally appropriate modelled vocabulary |
| Overview of learning | In this unit, students sing a greetings song in [Language]. They learn the language in the song through call and response singing. Students also learn different answers to ‘How are you?’ They then greet a classmate, ask them how they are, thank them and say goodbye. | In this unit, students introduce themselves in [Language]. They answer common questions about themselves and use basic greetings. | In this unit, students give simple classroom instructions in [Language]. They use basic nouns and action verbs when giving classroom instructions to their peers. | In this unit, students introduce their favourite toy to the class in [Language]. They use basic adjectives to describe their toy using numbers and colours. |
| Assessment task | **Task:** Greet and thank your new language speaking classmates.  **Context:** pretend you are a new student in a class at a school in [Country]  **Audience:** your new classmates  **Purpose:** greet and thank your new classmates | **Task:** A new student from [Country] has joined your class. Introduce yourself to this new student and tell them a little about yourself, including name, age and class  **Context:** a new student from [Country] has joined your class  **Audience:** the new student  **Purpose:** to introduce yourself to the new student | **Task:** You are the teacher. Give your students from [Country] instructions so you can teach your lesson.  **Context:** teacher teaching a class  **Audience:** your students  **Purpose:** to give students instructions | **Task:** For your news day, introduce your favourite toy to your classmates. Bring a toy from home and describe it.  **Context:** it’s your news day. Introduce your toy to the class  **Audience:** classmates  **Purpose:** to tell your class about your favourite toy |

## 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**: MLE-INT-01, MLE-UND-01, MLE-CRT-01

**Author:** Primary Curriculum

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

**Resource:** Scope and sequence

**Related resources**: further resources to support Early 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.

**Creation date**: 1 February 2023

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## References

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[NSW 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.

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://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) (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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