# Modern Languages – Stage 5 – sample scope and sequence (200 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 your 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.

## Modern Languages – Stage 5 – sample scope and sequence for 200-hour elective course

### Year 9

Table 1 – Modern Languages 200-hour scope and sequence (Year 9)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Term/ duration | Learning overview | Outcomes | Skills | Assessment |
| Term 1  10 weeks | **Click frenzy!**  Students describe, purchase and promote shopping items. Students explore cultural connections in the context of shopping online or in person. | **ML5-INT-01**  exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language  **ML5-UND-01**  analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding  **ML5-CRT-01**  creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language | * **Describe shopping items, for example, clothing.** * **Make suggestions and persuade** peers to purchase an item. * **Describe locations** of items on a webpage or in shops. * Compareshopping items, prices, and ways of shopping (online or in store). * Make plans with a friend or family member to purchase an item for someone. | Your friend has sent you a link to an online store in [country] to ask for your help to write an online enquiry in [language].[[1]](#footnote-2)  Part A: Understanding texts (ML5-UND-01)  Answer questions in English about items on the online store, including specific details and other options.[[2]](#footnote-3)  **Part B: Creating texts (ML5-CRT-01)**  The item your friend wants is unavailable. Write to the online store in [language] to:[[3]](#footnote-4)   * describe the location of the desired item on the website * describe why your friend wants the item * enquire about a suitable alternative * ask about price, size and colours available. |
| Term 2  10 weeks | **Time for fun**  Students discuss and compare leisure and recreational activities. Students learn about popular activities in the target culture. | **ML5-INT-01**  exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language  **ML5-UND-01**  analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding  **ML5-CRT-01**  creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language | * Exchange information about leisure activities that peers do or do not participate in using present and past tense[[4]](#footnote-5) and indicating frequency. * **Discuss and justify preferences** of activities, including the time, suitability for different ages and place the activity occurs. * **Make plans** to participate in a leisure time activity with someone. * **Create texts** to share opinions of leisure activities. | **Interacting (ML5-INT-01)**  You have returned from an excursion where you participated in cultural activities from [country]. You and your friend were in separate groups and experienced different activities.  Call your friend to discuss the different activities you each experienced, for example, music, dance, art, cooking.[[5]](#footnote-6)  Discuss:   * the activity you each attended * opinions with reasons about the activity * other activities that may be enjoyed from each culture based on preferences * a plan to do a cultural activity together online or in person. |
| Term 3  10 weeks | **Who are your influencers?**  Students describe people and events that have influenced them. Students explore how to express a variety of feelings and opinions to encourage self-reflection and enhance their communication skills. | **ML5-INT-01**  exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language  **ML5-UND-01**  analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding  **ML5-CRT-01**  creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language | * **Describe people** using adjectives for physical appearance, personality, characteristics and feelings. * Reflect on eventsusing the past tense. * **Access and compare information** from a range of texts describing people and their past actions. * **Create texts** that describe, explain and justify connections with people. | Interacting (ML5-INT-01)  Participate in a 3-person panel discussion to be shared with other [language] speakers about people who have impacted your life.[[6]](#footnote-7)  During the discussion:   * ask other panel members questions about people who have influenced them * describe the person who has influenced you * share what you did with the person/people who influenced you * share how and why they. influenced you. |
| Term 4  10 weeks | **My dream town**  Students describe and justify their opinions on local amenities. Students explore the differences between neighbourhoods in various countries and build their understanding of how lifestyles are influenced by local surroundings. | **ML5-INT-01**  exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language  **ML5-UND-01**  analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding  **ML5-CRT-01**  creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language | * **Describe the location** of places in the neighbourhood. * **Express and justify opinions** on neighbourhood amenities. * **Analyse information to compare and match homes, including** size and who the home would suit, based on lifestyles. * **Create text to promote** a town, neighbourhood or location. | **Part A: Understanding texts (ML5-UND-01)**  Listen to an advertisement from your local council and sister city in [language] about a competition to build a new facility in your town to honour the relationship.[[7]](#footnote-8)  Answer questions in English to identify the details of the competition.[[8]](#footnote-9)  **Part B: Creating texts (ML5-CRT-01)**  Design a community facility that meets the competition requirements and send in your proposal with an annotated diagram.[[9]](#footnote-10)  Include in your annotations:   * a description of the facility * location and reasons for the location * reasons for your choice of facility, including cultural significance * things people can experience at the facility. |

### Year 10

Table 2 – Modern Languages 200-hour scope and sequence (Year 10)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Term/ duration | Learning overview | Outcomes | Skills | Assessment |
| Term 1  10 weeks | **Live better, feel better**  Students discuss the impacts of their daily routines on their health and wellbeing. Students explore how different cultures approach lifestyle choices and healthy living. | **ML5-INT-01**  exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language  **ML5-UND-01**  analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding  **ML5-CRT-01**  creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language | * **Exchange information relating to lifestyle choices and ailments, including** body parts and symptoms. * Give lifestyle advice relating to food choices, daily routine and frequency/duration of physical activities. * **Access and compare detailed information** from a range of texts describing people and their lifestyle habits or choices. * **Create detailed texts** that offer advice and justify suggestions. | As a member of the student wellbeing team at your school, you read some blog posts written by teenagers from [country] discussing their daily lifestyles to promote better lifestyle habits.[[10]](#footnote-11)  Part A: Understanding texts (ML5-UND-01)  Answer questions about daily habits, diet and ailments presented in the blog posts.[[11]](#footnote-12)  **Part B: Creating texts (ML5-CRT-01)**  Respond to one of the blog posts by commenting and advising on how this person could improve their lifestyle.[[12]](#footnote-13)  Include:   * concerns you have and reasons * advice with alternative activities and frequency and impact * encouragement to make change. |
| Term 2  10 weeks | **Hopes and dreams**  Students express abilities, subject choices and hopes or dreams for the future. Students explore how school days and part-time jobs vary across cultures, reflecting on different ideas and perspectives about individual teenage lives in [country]. | **ML5-INT-01**  exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language  **ML5-UND-01**  analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding  **ML5-CRT-01**  creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language | * **Exchange information, opinions and preferences** about school subjects, part-time jobs and study routines. * **Describe and justify future aspirations** by discussing what you and others are good at or enjoy the most. * **Analyse information** to compare and match the abilities and interests of people. * **Create text to persuade or advise** peers to choose a subject or apply for a certain job. | **Interacting (ML5-INT-01)**  Your year adviser has asked you to help welcome students from [country] and plan an enjoyable experience for them.[[13]](#footnote-14)  To help with planning, have a conversation with a student from [country] to discuss preferences and options such as activities, clubs, part-time or volunteer activities they can participate in.  During the conversation:   * ask questions about skills, interests and hobbies * discuss future career hopes and plans * make personalised plans for time in Australia within the school and community. |
| Term 3  10 weeks | **Pack your bags!**  Students plan a trip and share experiences in a way that engages various audiences. Students explore the cultural significance of travelling to popular/favourite destinations. | **ML5-INT-01**  exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language  **ML5-UND-01**  analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding  **ML5-CRT-01**  creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language | * **Make plans to go on a trip** referencing the weather, what to pack, making reservations and discussing locations. * **Discuss and justify preferences** of locations and activities. * **Access information to compare and analyse** prices and potential experiences at various locations. * **Create text** to engage an audience and share opinions. | **Creating texts (ML5-CRT-01)**  Create a review for a tourism website in [language] sharing your experience about a destination you enjoyed.[[14]](#footnote-15)  In your review:   * rate your destination with an overall statement that captures the essence of the destination * address 3 pros and one con for consideration, including a reference to weather * discuss what you did there, prices, duration of time, travel, clothing * share a personalised story about your experience * **give your opinion and encourage others to visit.** |
| Term 4  10 weeks | **Our place in the world**  Students communicate opinions and personal interests in their local community and/or environment. Students access and share ideas/opinions and make plans with people from other cultures. | **ML5-INT-01**  exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language  **ML5-UND-01**  analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding  **ML5-CRT-01**  creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language | * **Describe the local area** and the abundance or lack of flora and fauna. * **Interact with peers to exchange information** about what they do to preserve or contribute to the local area. * Access information to **analyse and compare** advice for improving and preserving the local environment. * Make plans **to hold a community event** and promote the time, date, place, activities and how it supports the local area. | **Part A: Understanding texts (ML5-UND-01)**  Your neighbourhood youth council is organising an inclusive sustainability event and is calling for young people from all backgrounds to become involved.  Read the flyer provided in [language] and answer questions in English about the details and purpose of the event to help plan how you and your friends can be involved.[[15]](#footnote-16)  **Part B: Interacting (ML5-INT-01)**  In pairs, create a podcast in [language], approximately 2 minutes in duration, discussing your idea to be involved in the event and to raise awareness about sustainability for the [country] members in your community.[[16]](#footnote-17)  Your podcast should include:   * time and location of your activity * a description of your activity and reasons for your choice * how your idea supports sustainability. |

[Modern Languages K–10 Syllabus](https://curriculum.nsw.edu.au/syllabuses/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.

Please complete this [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](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, Multicultural Education, Aboriginal Outcomes and Partnerships and subject matter experts

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

**Syllabus outcomes:** ML5-INT-01, ML5-UND-01, ML5-CRT-01

**Author:** Languages and Culture

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

**Resource:** Scope and sequence

**Related resources:** Further resources to support Stage 5 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&wdLOR=cEA84311A-3447-4AD2-B1BB-FA5CACDA69B7) (entry survey for 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

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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://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: resources, 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.

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1. Teacher may provide students a link to an online store from [country], print a page from a website or allow students to choose their own. [↑](#footnote-ref-2)
2. To cater to a range of learners, questions should range from comprehension to answering inferential questions and/or drawing conclusions with justifications from the text. [↑](#footnote-ref-3)
3. Students may be provided a scaffold for extra support. [↑](#footnote-ref-4)
4. Past tense can be modelled or explicitly taught, depending on language. [↑](#footnote-ref-5)
5. Interacting outcome requires a level of spontaneity though students may use prompts or cue cards to support their interaction. [↑](#footnote-ref-6)
6. Interacting outcome requires a level of spontaneity though students may use prompts or cue cards to support their interaction. [↑](#footnote-ref-7)
7. Teacher to provide advertisement, which could be an oral or written text. [↑](#footnote-ref-8)
8. The format of the questions should support a range of learners to identify key information to complete Part B. [↑](#footnote-ref-9)
9. Design and annotation may be in written or digital form. [↑](#footnote-ref-10)
10. Teacher may provide blog posts in [language] at different levels of challenge and covering a variety of topics, or students may choose their own. [↑](#footnote-ref-11)
11. Questions may range from completing a table, short answers or open-ended questions requiring justification to support a range of learners. Answers will support responding to Part B. [↑](#footnote-ref-12)
12. Students may be provided a planner or template to support text composition. [↑](#footnote-ref-13)
13. Interacting outcome requires a level of spontaneity though students may use prompts or cue cards to support their interaction. [↑](#footnote-ref-14)
14. Students may be provided a planner or template to support text composition. Students may be provided a country or city or may choose their own. [↑](#footnote-ref-15)
15. Flyer may be provided by the teacher or students may find their own. Questions may be short answer and long answer with justification to support a range of learners. Answers will support the response in Part B. [↑](#footnote-ref-16)
16. Interacting outcome requires a level of spontaneity though students may use prompts or cue cards to support their interaction. [↑](#footnote-ref-17)