# French – 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 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 5 – sample scope and sequence for 200-hour elective

### Year 9

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Term/  duration | Learning overview | Outcomes | Skills | Assessment |
| Term 1  10 weeks | **What’s your style?**  ***Quel est ton style ?***  **Students describe what they like to wear and compare themselves to others.**  **Students interact using appropriate language structures when shopping.**  **Students describe the people who influence them and their style choices.** | **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, including clothing and accessories. * Make suggestions to persuade friends to purchase items. * Make comparisons between prices or items, using comparatives and superlatives. * Access texts that include language specific to clothes shopping, including shoe and clothing sizes, designs and patterns. * Describe influential people using adjectives of physical appearance, job description, personality and characteristics, including dress sense. | **Part A: Understanding texts** **(ML5-UND-01)**  Read a magazine article about an influencer[[1]](#footnote-2), outlining their recent activities, fashion preferences, interests and opinions. Answer questions[[2]](#footnote-3) in English about the article.  **Part B: Interacting (ML5-INT-01)**  In pairs or small groups[[3]](#footnote-4), record a podcast[[4]](#footnote-5) about who the influencers are in your life and why. Take turns to ask and answer questions about:   * who you have chosen * their style * their interests and activities * why you have chosen them. |
| Term 2  10 weeks | **A day in my life**  ***Une journée dans ma vie***  Students explore daily routines in francophone countries.  Students discuss their own and family members’ daily routines and express opinions about certain activities. | **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 own and others’ daily routines, including times, days of the week, verbs related to daily activities. * Access information and compare daily routines and differences in activities between people from francophone cultures. * Express likes, dislikes and preferences about daily activities, including adjectives to give and justify opinions. * Create more complex sentences, using a range of conjugations and expressions of frequency and duration. | **Part A: Understanding texts (ML5-UND-01)**  Two students from France have applied to come to your school as exchange students. In their applications[[5]](#footnote-6), they detail their daily routine and extracurricular activities. Read the applications and decide which one you would like to host. Justify your choice by providing 3 reasons in English, with reference to the text.  **Part B: Creating texts (ML5-CRT-01)**  Email your chosen applicant to prepare them for life in Australia. In your email, describe your daily activities, including:   * an appropriate greeting with a short personal introduction and description * an overview of your daily activities * at least 2 statements about the routine of other family members * after-school activities, including preferences and frequency * a personal comment about your favourite activities. |
| Term 3  10 weeks | **In my free time**  ***Dans mon temps libre***  Students discuss and compare free time activities.  Students make plans to socialise. | **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 people do and do not do, and those they would like to do.** * **Use past and present tense with expressions of time, to indicate frequency and length of time involved in activities.** * **Identify summer and winter sports.** * **Express preferences and opinions about activities and popular culture, for example music and movies.** * **Make plans to participate in an activity, including time and transport to the location of the activity.** * **Access information about festivals, including national celebrations, and activity camps.** * **Share information and opinions about famous people, for example sports and music stars.** | **Creating texts (ML5-CRT-01)**  Your class is planning to publish an online magazine for French teenagers to learn about Australian culture. Choose 3 sport and/or leisure activities you have recently participated in and create a short text about each one to contribute to the magazine. Choose at least one activity outside your home.  In each text[[6]](#footnote-7), include:   * **a catchy title** * **an engaging image, with a caption** * **a description of yourself – your personality and your hobbies/interests** * **information about how often you do each activity** * **your opinion about each activity, with justification** * **when you last did the activity, using the past tense, for example *I went bike riding with my friends last week.***   **For the text (or texts) relating to an activity outside of your home, include where it occurs and how you get there.** |
| Term 4  10 weeks | **Feeling great!**  ***J’ai la pêche !***  Students discuss their lifestyle and the health implications of their choices.  Students explore lifestyles in francophone countries and compare the concept of healthy living across 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 | * Exchange information and opinions relating to ailments, illness and injury, including parts of the body and symptoms. * Create detailed texts that give advice about treatments, justifying suggestions. * Access information about lifestyle choices in francophone countries. * Give advice relating to food choices, daily routine and frequency of physical activities. | **Part A: Understanding texts (ML5-UND-01)**  As a member of the student wellbeing team at your school, you read a range of blog posts[[7]](#footnote-8) written by teenagers from francophone countries discussing their lifestyle choices.  Answer questions[[8]](#footnote-9) in English about the teenagers’ daily habits and diet.  **Part B: Creating texts (ML5-CRT-01)**  Option 1  Respond to one of the blog posts by commenting and advising on how they could improve their lifestyle, including food choices and activities.  Option 2  Create a video, with French subtitles, for a French youth YouTube channel outlining your sporting interests. Highlight why sports and hobbies are important for a healthy lifestyle. |

### Year 10

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Term/  duration | Learning overview | Outcomes | Skills | Assessment |
| Term 1  10 weeks | **All around me**  ***Autour de moi***  Students make comparisons between where they live and different neighbourhoods in a range of countries.  Students discuss how they contribute at home and in their community. | **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 community, including its location, facilities and local features. * Express and justify opinions about neighbourhood facilities and compare homes from different cultures. * Exchange information relating to household chores including frequency and preference. * Create texts that describe contributions to household and/or the local community in the present and past tense. | **Part A: Understanding texts (ML5-UND-01)**  Read a blog[[9]](#footnote-10) in which young people from all over the francophone world describe their neighbourhood and home life. Answer questions[[10]](#footnote-11) in English to identify details from the blog.  **Part B:** **Creating texts (ML5-CRT-01)**  Add your own post to the blog, describing how your local area compares to theirs and what you do to contribute to your home and family life, as well as to your local community. |
| Term 2  10 weeks | **Let’s go on holidays!**  ***On part en vacances !***  Students make travel plans and describe a travel experience.  Students explore a variety of destinations and their popularity and significance. | **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 holiday, referencing the weather, transport and what to pack. * Discuss and justify preferred locations and activities. * Give travel advice by using verbs and phrases in the conditional, for example, *on devrait*, *on pourrait, on visiterait, on irait.* * Make comparisons of experiences and destinations. * Recount experiences in the past tense. | **Creating texts (ML5-CRT-01)**  You have just returned from a holiday in a francophone country. Create a review[[11]](#footnote-12) for a tourism website sharing your experiences.  In your review, include:   * the destination * a rating for your experience, with a sentence that captures the mood * 3 pros and one con for consideration * a description of the weather, with suggested clothing to bring * details about 2 activities you experienced at the destination, including a description of what you did, the cost and duration * details about local transport * your opinion, with a sentence to encourage or discourage others to visit your destination. |
| Term 3  10 weeks | **Off to work!**  ***Au travail !***  Students express their abilities and interests at school and as possible career choices.  Students explore how the school day and part-time work opportunities vary across francophone 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 structure of school and the working week, using the present tense.** * **Express opinions about school subjects, strengths, weaknesses and preferences.** * **Identify and describe aspirations based on interests and abilities,** using the future tense**.** * **Access information to compare the different lifestyles of school and work for teenagers in francophone countries.** | **Interacting (ML5-INT-01)**  Your year adviser has asked you to help welcome a new student from France and plan an enjoyable experience for them.  In pairs[[12]](#footnote-13), with one of you playing the role of the student from France, have a conversation[[13]](#footnote-14), sharing information about your interests, hobbies and work. Discuss options such as school and leisure activities and part-time or volunteer work.  During the conversation:   * discuss and compare school in Australia and France * ask questions about interests and hobbies * discuss future career hopes/plans. |
| Term 4  10 weeks | **Living green**  ***Vivre écolo !***  Students investigate environmental and sustainability issues.  **Students explore how their lifestyle choices impact the environment.**  **Students express the changes they can make to reduce their footprint.** | **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 | * Access information about different environmental issues, for example, *le changement climatique, la pollution, la déforestation, la couche d’ozone*. * Access and share information that outlines how to contribute to sustainability in daily life, for example, using structures such as *il est nécessaire, il faut, il est important de plus infinitive*. * Describe environmental issues using present and imperfect tense, *avant je ne triais pas les déchets, mais maintenant je recycle*. * Express opinions using language of cause and effect, *parce que, car, puisque*. * Describe changes to behaviour with the future tense. * Express what could happen through the use of *si* clauses. | **Part A: Understanding texts (ML5-UND-01)**  Your neighbourhood youth council is organising a sustainability event calling for young people to be involved. Read the flyer in French[[14]](#footnote-15) and answer the questions in English about the details and purpose of the event.  **Part B: Interacting (ML5-INT-01)**  **In pairs**[[15]](#footnote-16)**, create a podcast**[[16]](#footnote-17) **in French of approximately 2 minutes duration, discussing your idea to consider changes to support sustainability in your lifestyle. Your podcast should include:**   * identifying the environmental issue you plan to address * what past behaviours you have changed to be more sustainable * reasons for your choice. |

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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](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:** 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) (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.

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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://curriculum.nsw.edu.au/).

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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 may include comprehension of key information, drawing conclusions with justifications from the text and/or answering inferential questions. [↑](#footnote-ref-3)
3. As this task assesses interaction, students are encouraged to work in pairs for the podcast. 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-4)
4. Students may use prompt cards or scaffolds during the podcast to support spontaneous interaction. [↑](#footnote-ref-5)
5. Teacher to provide text(s). [↑](#footnote-ref-6)
6. Students may be provided with a scaffold. [↑](#footnote-ref-7)
7. Teacher to provide text(s). [↑](#footnote-ref-8)
8. To cater to a range of learners, questions may include comprehension of key information, drawing conclusions with justifications from the text and/or answering inferential questions. [↑](#footnote-ref-9)
9. Teacher to provide text(s). [↑](#footnote-ref-10)
10. To cater to a range of learners, questions may include comprehension of key information, drawing conclusions with justifications from the text and/or answering inferential questions. [↑](#footnote-ref-11)
11. Students may be provided with a scaffold. [↑](#footnote-ref-12)
12. 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-13)
13. Students may use prompt cards or scaffolds during the conversation to support spontaneous interaction. [↑](#footnote-ref-14)
14. Teacher to provide text(s). [↑](#footnote-ref-15)
15. As this task assesses interaction, students are encouraged to work in pairs for the podcast. 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-16)
16. Students may use prompt cards or scaffolds during the podcast to support spontaneous interaction. [↑](#footnote-ref-17)