# Modern Languages Stage 2 – 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 Intermediate students. It is assumed that many Stage 2 students have been learning [Language] since Kindergarten and for many, their proficiency level will be Intermediate although some students will still be at the Beginner level. 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.

Table – Year A scope and sequence

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Teaching and learning | Term 1 | Term 2 | Term 3 | Term 4 |
| Unit title | Pen-pals | My pet is lost! | I’m sick! | Food fair! |
| Outcomes to be assessed | **ML2-CRT-01**  creates texts for familiar communicative purposes by selecting culturally appropriate modelled language | **ML2-INT-01**  exchanges information in familiar contexts by selecting culturally appropriate modelled language | **ML2-INT-01**  exchanges information in familiar contexts by selecting culturally appropriate modelled language | **ML2-UND-01**  identifies and responds to information in texts to demonstrate understanding  **ML2-CRT-01**  creates texts for familiar communicative purposes by selecting culturally appropriate modelled language |
| Overview of learning | In this unit students create simple sentences about themselves using modelled and descriptive language. Students use familiar vocabulary and formulaic phrases while applying grammatical language systems to write to a new pen friend introducing themselves. | In this unit, students create a flyer describing their lost pet. They use modelled language to describe their pet. Students also interact by asking and responding to questions about their lost pet. | In this unit, students use new and known vocabulary related to the body. They describe common ailments and give basic advice from a doctor. Students create a scaffold to practise the task before telling a doctor about their ailment and listening to their advice in a role-play. | In this unit, students write a recipe in [Language]. They use simple verbs and modelled sentence structures to compose the text. Students also participate in a role-play asking and answering questions about the recipe. |
| Assessment task | **Task:** Your school recently signed up for a new pen friend program. Write to a pen-pal in [Country] introducing yourself. Include information about your family, school and hobbies.  **Context:** writing to a new pen-pal in a school in [Country]  **Audience:** new pen-pal  **Purpose:** to introduce yourself to your penfriend | **Task:** You have recently moved in a new neighbourhood and have lost your pet. Describe your pet in [Language] to a neighbour so that they can help find your pet.  **Context:** you have lost your pet  **Audience:** [Language] speaking neighbours  **Purpose:** to inform your neighbour about your lost pet | **Task:** You have an illness or injury. Tell your teacher what is wrong with you and follow their advice.  **Context:** you have an illness or injury  **Audience:** teacher  **Purpose:** to help you get better | **Task:** The local council is organising a multicultural food festival at a park near your school. Create a video demonstrating how to prepare a culturally relevant recipe that you have written in [Language]. Send this video to the organisers to show them what you plan to cook at the festival.  **Context:** the local council is organising a multicultural food festival at a park near your school  **Audience:** organisers of the festival  **Purpose:** to inform the organisers of what you’ll cook at the festival |

Table – Year B scope and sequence

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Teaching and learning | Term 1 | Term 2 | Term 3 | Term 4 |
| Unit title | Friends forever! | How’s the weather? | My neighbourhood | At the markets! |
| Outcomes to be assessed | **ML2-CRT-01**  creates texts for familiar communicative purposes by selecting culturally appropriate modelled language | **ML2-CRT-01**  creates texts for familiar communicative purposes by selecting culturally appropriate modelled language | **ML2-UND-01**  identifies and responds to information in texts to demonstrate understanding  **ML2-INT-01**  exchanges information in familiar contexts by selecting culturally appropriate modelled language | **ML2-INT-01**  exchanges information in familiar contexts by selecting culturally appropriate modelled language |
| Overview of learning | In this unit, students create a short video about their friend to include in your school’s friendship day video. They use adjectives to describe the appearance and personality of their friend. They use conjunctions and time phrases to write about things they do together. | In this unit, students present a weather forecast for a place in a season of their choice. Students use vocabulary, formulaic expressions and modelled language to compose a weather forecast. Students then write a short creative text describing how the weather affected their day. | In this unit, students create a map outlining neighbourhood facilities such as school, shops, pool, parks and library in [Language]. Students use the map asking for and giving directions in [Language] using prepositions, adverbs of place and modelled sentence structures. | In this unit, students will ask and respond to questions with their peers to buy fruit and vegetables in [Language]. Students interact with peers using familiar vocabulary, formulaic phrases and questions, adjectives and nouns to buy fruit and vegetables. |
| Assessment task | **Task:** Create a short video in [Language] about a friend to include in your school's friendship day video. This video will be shared with your sister school in [Country]. Include things that you do together, what your friend looks like and how their personality makes them a good friend.  **Context:** making a video for friendship day to share with your sister school  **Audience:** students at your school's sister school in [Country]  **Purpose:** to tell people about your friend | **Task:** It was a sunny day, so you went to a local scenic spot with your friend. However, the weather changed. Write a diary entry about how the change in weather affected your day.  **Context:** the weather changed and affected your day  **Audience:** yourself  **Purpose:** to record your memories | **Task:** You have arranged to meet a friend at a place near your school. Your friend does not know how to get there so you need to give them a map with some instructions on how to get there.  **Context:** you are meeting your friend at a place in the neighbourhood, but they don’t know how to get there  **Audience:** your friend from school  **Purpose:** to tell your friend how they can get to the meeting place | **Task:** You are at a market in [Country]. Buy some fruit and vegetables.  **Context:** at a fruit and vegetable market in [Country]  **Audience:** shopkeeper  **Purpose:** to buy fruit and vegetables |

**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:** ML2-INT-01, ML2-UND-01, ML2-CRT-01

**Author:** Primary Curriculum

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

**Resource:** Scope and sequence

**Related resources:** further resources to support Stage 2 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.

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**References**

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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.

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