# Modern Languages Stage 3 – 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 3 students have been learning [Language] since Kindergarten and their proficiency level will be Intermediate. 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 | Welcome to my home! | School tour | My Shop | Eating at a restaurant |
| Outcomes to be assessed | **ML3-UND-01**identifies and responds to information and opinions in texts to demonstrate understanding **ML3-CRT-01**creates a range of texts for familiar communicative purposes by using culturally appropriate rehearsed language | **ML3-UND-01**identifies and responds to information and opinions in texts to demonstrate understanding **ML3-INT-01**exchanges information and opinions in familiar contexts by using culturally appropriate rehearsed language | **ML3-CRT-01**creates a range of texts for familiar communicative purposes by usingculturally appropriaterehearsed language | **ML3-CRT-01**creates a range of texts for familiar communicative purposes by using culturally appropriate rehearsed language**ML3-INT-01**exchanges information and opinions in familiar contexts by using culturally appropriate rehearsed language |
| Overview of learning  | In this unit, students respond to the information about a home by labelling rooms and objects in the house using familiar and new vocabulary. They create a video using modelled descriptive language, prepositions and adjectives to describe their house. | In this unit, students create and label a bilingual map of the school to support new language speaking families. They practise giving directions using modelled language. Students use the bilingual map to interact in a role play asking and responding to questions about the different parts of the school. | In this unit, students create an advertisement to promote their shop. Students consider a theme for their store (clothes, toys, sports equipment, etc) and describe products in detail using modelled language, including features, price and any special offers. | In this unit, students revise and learn language used in restaurants. They create a menu using culturally appropriate food, currency, and modelled language. Students interact in a role-play ordering food and drinks for themselves and a friend from a menu. |
| Assessment task | **Task:** Your cousin is coming to stay with you from [Country]. They would like to know about your home before they come. Draw a labelled diagram of your home. Record a video describing your home to your cousin. In your video, include different rooms, objects in your home and their location.**Context:** cousin coming from overseas**Audience:** cousin**Purpose:** to describe your house to your cousin  | **Task:** Using a map of the school, show a new [Language] speaking family around the school and answer their questions.**Context:** showing a new family around the school **Audience:** [Language] speaking parents **Purpose:** to show new language speaking parents the school | **Task:** You have opened a new shop. Create an advertisement to promote your shop.**Context:** you have opened a new shop**Audience:** potential customers**Purpose:** to promote your shop | **Task:** Order food and drinks for yourself and a friend from the menu at a restaurant.**Context:** at a restaurant**Audience:** waiter**Purpose:** to get food for yourself and a friend |

Table – Year B scope and sequence

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Teaching and learning | Term 1 | Term 2 | Term 3 | Term 4 |
| Unit title | Family holiday in [Country] | Zoo much fun! | Planet protectors | Our yearbook |
| Outcomes to be assessed | **ML3-INT-01**exchanges information and opinions in familiar contexts by using culturally appropriate rehearsed language | **ML3-UND-01**identifies and responds to information and opinions in texts to demonstrate understanding **ML3-INT-01**exchanges information and opinions in familiar contexts by using culturally appropriate rehearsed language | **ML3-UND-01**identifies and responds to information and opinions in texts to demonstrate understanding **ML3-CRT-01**creates a range of texts for familiar communicative purposes by using culturally appropriate rehearsed language | **ML3-CRT-01**creates a range of texts for familiar communicative purposes by using culturally appropriaterehearsed language |
| Overview of learning  | In this unit, students plan an itinerary to [Country] that includes dates, places to visit and things to do. They book the trip to [Country] with a travel agent.  | In this unit, a group of students design a zoo and include information about the animals, habitat, and their diet at the zoo. They respond to questions about the animals in their zoo. | In this unit, students read and listen to a text on protecting the environment. In a presentation, they propose actions for classmates to take to persuade them to protect the environment. | In this unit, students create a video yearbook in [Language] about their friends, favourite subjects and best experiences from primary school.  |
| Assessment task | **Task:** Create an itinerary for a family trip to [Country]. Book your trip with a travel agent, including dates and places to visit.**Context:** book the holiday you planned**Audience:** travel agent**Purpose:** to book a trip to [Country] | **Task:** Show a group of students around the zoo that you have designed and answer questions about the animals. **Context:** school trip to a zoo**Audience:** students **Purpose:** to inform and answer questions | **Task:** Create and share a presentation to persuadethe principal to adopt environmental initiatives at the school.**Context:** the principal wants to adoptnewenvironmental initiatives at the school**Audience:** [Nationality] principal**Purpose:** to persuade the principal to adopt environmental initiatives at the school | **Task:** Your class has been asked to create a video yearbook in [Language] to celebrate your time in primary school. Include information on subjects, friends, and memories. **Context:** creating an end of school video yearbook**Audience:** friends and younger students**Purpose:** to celebrate and to be read by younger students |

**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.

**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:** ML3-INT-01, ML3-UND-01, ML3-CRT-01

**Author:** Primary Curriculum

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

**Resource:** Scope and sequence

**Related resources:** Further resources to support Stage 3 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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