Scope and sequence

Stage 4 French

This scope and sequence is an example only. Schools need to make modifications as necessary dependent on school context and student needs.

Outcomes and other [syllabus](https://www.boardofstudies.nsw.edu.au/syllabus_sc/pdf_doc/french_k10_syllabus.pdf) material referenced in this document are from the [French K-10 Syllabus](https://www.boardofstudies.nsw.edu.au/syllabus_sc/pdf_doc/french_k10_syllabus.pdf) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2003

| **Term** | **Unit** | **Topics** | **Focus outcomes** |
| --- | --- | --- | --- |
| Term 1  Weeks 1‑5 | **Introducing yourself**  **Focus task 1:** Students present themselves to the class and respond to follow-up questions  **Focus task 2:** Students make a VOKI avatar | Greetings  Introducing self and others  Counting and using numbers | 4.UL.1, 4.UL.2, 4.UL.3, 4.UL.4, 4.MLC.1, 4.MLC.2 |
| Term 1 Weeks 6‑10 | **Let’s party!**  **Focus task 3:** Students engage in a range of information-gathering exercises to plan for a party menu  **Focus task 4:** Students listen to French students talk about their likes and dislikes and answer questions | Friends  Parties  Expressing likes and dislikes | 4.UL.1, 4.UL.2, 4.UL.3, 4.UL4, 4.MLC.1, 4.MLC.2, 4.MBC.1, 4.MBC.2 |
| Term 2  Weeks 1‑5 | **My family**  **Focus task 5:** Students share information about family, home life and pets (imagined or real) through a digital presentation  **Focus task 6:** Students map their own family tree (imagined or real) | Family  Animals and pets | 4.UL.1, 4.UL.2, 4.UL.3, 4.UL.4, 4.MLC.1, 4.MLC.2 |
| Term 2  Weeks 6‑10 | **My routines**  **Focus task 7:** Students conduct a survey about favourite leisure activities  **Focus task 8:** Students describe their daily routine in cartoon form | Daily routines  24 hour time  Sports and leisure activities | 4.UL.1, 4.UL.2, 4.UL.3, 4.UL4, 4.MLC.1, 4.MLC.2, 4.MBC.1, 4.MBC.2 |
| Term 3  Weeks 1‑5 | **School life and school subjects**  **Focus task 9:** Students create a school timetable and use it for information gap exercises with other students  **Focus task 10:** Students produce a back-to-school advertisement for essential school items | School life and subjects  The French education system | 4.UL.1, 4UL.2, 4.UL.3, 4.UL.4, 4.MLC.1, 4.MLC.2, 4.MBC.1, 4.MBC.2 |
| Term 3  Weeks 6‑10 | **My local area**  **Focus task 11:** Students present their neighbourhood (real or imagined), explaining their town and special activities to do | Our community  Our local area | 4.UL.1, 4.UL.2, 4.UL.3, 4.UL.4, 4.MLC.1, 4.MLC.2, |
| Term 4  Weeks 1‑5 | **Celebrations and festivals**  **Focus task 12:** In pairs, students create or present activities (cooking crepes, designing French word games etc.) for a French cultural day | Special occasions | 4.UL.1, 4UL.2, 4.UL.3, 4.UL.4, 4.MLC.1, 4.MLC.2, 4.MBC.1, 4.MBC.2 |
| Term 4  Weeks 6‑10 | **Picture book**  **Focus task 13:** Students create an “ABC picture Book” in French of vocabulary (names, places, things etc.) learned throughout the year, using each word in a sentence in French | Comparing and contrasting traditional and contemporary aspects of Francophone life and culture to Australian culture and traditions | 4.UL.1, 4.UL.2, 4.UL.3, 4.UL.4, 4.MLC.1, 4.MLC.2, 4.MBC.1, 4.MBC.2 |