[Language] Stage 2 – Task-based sample scope and sequence

This sample scope and sequence document incorporates [advice from NSW Education Standards Authority (NESA)](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/programming/advice-on-scope-and-sequences) and includes the following elements:

* the scope of learning in relation to the syllabus outcomes to be addressed
* the sequence of learning in relation to the syllabus outcomes to be addressed
* duration of the learning
* syllabus outcomes addressed through the learning and related outcomes (from other KLAs) if the teaching program is integrated
* relevant information for particular learning areas or particular school requirements.

Please note that this document is a ‘sample’ that schools may adapt to meet the needs of their students and local context. It is based on a school program of 60 minutes per week.

## Outcomes

NSW primary schools that teach languages are required to address all outcomes over the course of a stage. This document highlights outcomes that are to be assessed during the completion of tasks and also those that will be addressed over the course of a unit.

Students with prior learning and/or experience

In this document, some additional or extended tasks have been suggested for students with prior learning and/or experience. For those units without suggested additional tasks, teachers can meet the needs of students with prior learning and/or experience by adjusting the suggested task to allow students to apply learning in greater range of situations, initiate and extend interactions and create texts for a broader range of purposes and audiences.

## Task-based language learning

A language learning task is a relevant and significant learning experience that involves purposeful language use. Unlike language activities/exercises, a learning task involves the achievement of a devised or actual goal or purpose. Learning tasks provide opportunities to draw on existing language resources and to experiment with new forms. Many of the tasks in this document require students to use their imagination in order to simulate an authentic communicative experience.

The task-based teaching and learning cycle is used when teaching task-based learning units:

* Pre-task: teach vocabulary and grammar students need to complete the task. Students use new language in practice activities.
* Task: students complete an authentic communicative task that includes clear context, audience and purpose. The task is the assessment of learning in the unit.
* Post task: teachers identify gaps in student learning and address common language errors and issues. Students reflect on their learning and apply self, peer and teacher feedback to develop language learning goals.
* Formative assessment strategies are applied throughout the learning.

## Information for teachers of non-scripted languages

This sample scope and sequence document is based on the Languages K-10 Framework and can be used by teachers of those languages that share the Latin or Roman alphabet with English.

Teachers of languages that share the Latin or Roman alphabet with English, but do not have a syllabus, do not need to assess or address the following outcome: LXX2-6U.

Teachers of the following languages can adapt this document to suit their NSW K-10 Syllabus: [French](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/french-k-10-2018), [German](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/german-k-10-2018), [Indonesian](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/indonesian-k-10-2018), [Italian](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/italian-k-10-2018), [Spanish](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/spanish-k-10-2018), [Turkish](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/turkish-k-10-syllabus) and [Vietnamese](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/vietnamese-k-10-2019). Adjustments should be made to ensure the correct outcome codes are recorded on programming materials.

## Information for teachers of scripted languages

This sample scope and sequence document can be used by teachers of those languages that do not share the Latin or Roman alphabet with English, including those languages that do not have a syllabus. Teachers of the following languages can adapt this document to suit their NSW K-10 Syllabus: [Arabic](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/arabic-k-10-2019), [Chinese](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/chinese-k-10-2017), [Hindi](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/hindi-k-10-2019), [Japanese](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/japanese-k-10-2017), [Korean](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/korean-k-10-2018), [Macedonian](https://educationstandards.nsw.edu.au/wps/wcm/connect/1438a3b9-deee-48bf-b4b0-75a4a4285d54/macedonian-k-10-2019-syllabus.pdf?MOD=AJPERES&CVID=), [Modern Greek](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/modern-greek-k-10-2019), [Persian](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/persian-k-10-2019), [Punjabi](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/punjabi-k-10-2019) and [Tamil](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/tamil-k-10-2019).

### Year A – Term 1 – Where are you from?

In Term 1, students answer questions to provide information about themselves and ask personal questions of others.

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| Outcomes to be assessed | Outcomes to be addressed | Task |
| A student:  composes texts in [Language] using modelled language **LXX2-4C**  demonstrates understanding of basic [Language] writing conventions LXX2-6U  demonstrates understanding of elements of [Language] grammar in familiar language patterns LXX2-7U | A student:  interacts with others to share information and participate in classroom activities in [Language] **LXX2-1C**  recognises how terms and expressions reflect aspects of culture **LXX2-9U** | **Task: Your class has a buddy class in [Country]. Introduce yourself in writing to a pen-pal in [Country].** Include information about nationality, languages spoken, family, friends and interests.  **Context:** you have a new pen-pal  **Audience:** your new pen-pal  **Purpose:** to introduce yourself in writing |

### Year A – Term 2 – Pet of the year

In Term 2, students name common pets and their characteristics. They describe a pet that they know.

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| Outcomes to be assessed | Outcomes to be addressed | Task |
| A student:  interacts with others to share information and participate in classroom activities in [Language] LXX2-1C  composes texts in [Language] using modelled languageLXX2-4C  recognises pronunciation and intonation patterns of [Language] LXX2-5U  demonstrates understanding of elements of [Language] grammar in familiar language patterns LXX2-7U | A student:  demonstrates understanding of basic [Language] writing conventions LXX2-6U | **Task:** Create a profile of a pet for the ‘Pet of the Year’ competition. Describe your pet and convince the judges that your pet should be ‘Pet of the year’.  **Context:** ‘Pet of the Year’ competition.  **Audience:** Judges  **Purpose:** Describe your pet and convince the judges that yours is the best. |

### Year A – Term 3 – Having fun with pots and pans

In Term 3, students read recipes in [Language]. They then develop their own [Cultural] recipe which they cook.

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| Outcomes to be assessed | Outcomes to be addressed | Task |
| A student:  interacts with others to share information and participate in classroom activities in [Language] **LXX2-1C**  locates and classifies information in texts **LXX2-2C**  responds to texts in a variety of ways LXX2-3C  composes texts in [Language] using modelled language LXX2-4C  demonstrates understanding of basic [Language] writing conventions LXX2-6U | A student:  recognises pronunciation and intonation patterns of [Language] LXX2-5U  demonstrates understanding of elements of [Language] grammar in familiar language patterns LXX2-7U  recognises how terms and expressions reflect aspects of cultureLXX2-9U | Task: Adapt a traditional recipe by changing some ingredients and/or instructions. Tell [Language] classmates how you’ve adapted the recipe. Recipes will be tested and included in a class cookbook  **Context:** Creating a class cookbook of original [Cultural] recipes  **Audience:** Classmates and parents  **Purpose:** To instruct classmates |

### Year A – Term 4 – Story time!

In Term 4, students read a cultural story and then re-enact a scene from the story.

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| Outcomes to be assessed | Outcomes to be addressed | Task |
| A student:  interacts with others to share information and participate in classroom activities in [Language] LXX2-1C  locates and classifies information in texts LXX2-2C  responds to texts in a variety of ways LXX2-3C  composes texts in [Language] using modelled language LXX2-4C  recognises pronunciation and intonation patterns of [Language] LXX2-5U  demonstrates understanding of basic [Language] writing conventions LXX2-6U  demonstrates understanding of elements of [Language] grammar in familiar language patterns LXX2-7U | A student:  demonstrates an awareness of how familiar texts are structured LXX2-8U  recognises how terms and expressions reflect aspects of cultureLXX2-9U | Task: End of year show auditions! Groups have been asked to create a short performance based on a [Cultural] story for the end of year [Language] show. The best re-enactments will get a part in the show.  **Context:** End of year show auditions  **Audience:** School mates  **Purpose:** To create a short performance based on a story for the end of year show |

### Year B – Term 1 – Friends Forever!

In Term 1, students describe people’s personality and their appearance.

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| Outcomes to be assessed | Outcomes to be addressed | Task |
| A student:  interacts with others to share information and participate in classroom activities in [Language] LXX2-1C  composes texts in [Language] using modelled language LXX2-4C  recognises pronunciation and intonation patterns of [Language] LXX2-5U  demonstrates understanding of elements of [Language] grammar in familiar language patterns LXX2-7U | A student:  demonstrates understanding of basic [Language] writing conventions LXX2-6U | Task: Nominate a friend you know from outside of school for ‘Friend of the year’. Describe your friend, what you do together and why they should be ‘Friend of the year’.  **Context:** Nomination for ‘Friend of the year’ competition  **Audience:** Competition judges  **Purpose:** To explain why your friend is the best friend |

### Year B – Term 2 – At the doctors

In Term 2, students name parts of the body and common ailments. They complain about feeing unwell.

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| Outcomes to be assessed | Outcomes to be addressed | Task |
| A student:  interacts with others to share information and participate in classroom activities in [Language] LXX2-1C  recognises pronunciation and intonation patterns of [Language] LXX2-5U  demonstrates understanding of elements of [Language] grammar in familiar language patterns LXX2-7U | A student:  composes texts in [Language] using modelled language LXX2-4C  demonstrates understanding of basic [Language] writing conventions LXX2-6U | Task: You have an illness or injury. Tell the doctor what is wrong with you and follow their advice.  **Context:** You have an illness or injury  **Audience:** The doctor  **Purpose:** To help you get better |

### Year B – Term 3 – Weather

In Term 3, students describe the weather in different seasons in Australia and in [Country].

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| Outcomes to be assessed | Outcomes to be addressed | Task |
| A student:  composes texts in [Language] using modelled language LXX2-4C  recognises pronunciation and intonation patterns of [Language] LXX2-5U  demonstrates understanding of elements of [Language] grammar in familiar language patterns LXX2-7U | A student:  interacts with others to share information and participate in classroom activities in [Language] LXX2-1C  demonstrates understanding of basic [Language] writing conventions LXX2-6U | Task: Compose and present a weather forecast for NSW or [Country] during a season of your choice.  **Context:** Daily TV or radio weather forecast  **Audience:** Television or radio audience  **Purpose:** To tell people about tomorrow’s weather |

### Year B – Term 4 – Look what we’ve made!

In Term 4, students make a cultural craft item. They then instruct younger students on how to make the craft item.

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| Outcomes to be assessed | Outcomes to be addressed | Task |
| A student:  interacts with others to share information and participate in classroom activities in [Language] LXX2-1C  composes texts in [Language] using modelled language LXX2-4C  recognises pronunciation and intonation patterns of [Language] LXX2-5U  demonstrates understanding of basic [Language] writing conventions LXX2-6U  demonstrates understanding of elements of [Language] grammar in familiar language patterns LXX2-7U | A student:  demonstrates an awareness of how familiar texts are structured LXX2-8U  recognises how terms and expressions reflect aspects of culture LXX2-9U | Task: Younger students will make a [cultural craft item] in their class. Make a video instructing younger students in [Language] how to make [cultural craft item].  **Context:** Younger students will make a [cultural craft item]  **Audience:** Younger students  **Purpose:** To teach younger students how to make the [cultural craft item] |

[Languages K-10 Framework](https://educationstandards.nsw.edu.au/wps/wcm/connect/d4d35a4b-3647-4bb2-bcfa-ac2b5c0818fc/languages-k-10-framework-2017.PDF?MOD=AJPERES&CVID=) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.