[Language] Stage 1 – 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: LXX1-6U.

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 (weeks 1-5) – Introductions

In the first half of Term 1, students use a range of formal and informal greetings and to introduce themselves and others. They exchange greetings, using culturally appropriate gestures with different people in different situations.

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| Outcomes to be assessed | Outcomes to be addressed | Task |
| A student:  participates in classroom interactions and play-based learning activities in [Language]  **LXX1-1C**  recognises and reproduces the sounds of [Language] LXX1-5U  recognises similarities and differences in communication across cultures **LXX1-9U** | A student:  composes texts in [Language] using rehearsed language **LXX1-4C** | **Task 1: Your cousin from [Country] is going with you to meet your best friend. Introduce your cousin and friend to each other.**  **Context: Your cousin from [Country] is going with you to meet your best friend.**  **Audience:** Your cousin and best friend  **Purpose:** To introduce them to each other  **Students with prior learning and/or experience: extend the conversation with additional personal questions.**  Task 2: **Introduce an important visitor from [Country] to your principal.**  **Context:** An important visitor from [Country] has come to your school  **Audience:** The important visitor and principal  **Purpose:** To introduce them to each other |

### Year A – Term 1 (weeks 6-10) – About me!

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

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| Outcomes to be assessed | Outcomes to be addressed | Task |
| A student:  participates in classroom interactions and play-based learning activities in [Language]  **LXX1-1C**  recognises and reproduces the sounds of [Language] LXX1-5U  recognises [Language] language patterns in statements, questions and commands LXX1-7U | A student:  recognises similarities and differences in communication across cultures **LXX1-9U** | **Task: It’s a mystery! Someone in your class has won a prize. The company giving the prize doesn’t know the winner’s name. They only know their age, birthday and favourite colour. Interview a classmate to find out all the required information and tell the boss of the company.**  **Context: A classmate has won a prize, but no one knows which one.**  **Audience:** A classmate and company boss  **Purpose:** To find out who won the prize |

### Year A – Term 2 – My dream home

In Term 2, students name areas and rooms in their homes and use basic adjectives to describe their homes. They use simple sentences to say what people do in different rooms.

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| Outcomes to be assessed | Outcomes to be addressed | Task |
| A student:  participates in classroom interactions and play-based learning activities in [Language]  **LXX1-1C**  composes texts in [Language] using rehearsed language **LXX1-4C**  recognises and reproduces the sounds of [Language] LXX1-5U  recognises [Language] language patterns in statements, questions and commands LXX1-7U | A student:  recognises basic [Language] writing conventions LXX1-6U | **Task:** Design competition! Show a labelled design of your dream home and describe the home to a panel of judges.  **Context:** Design competition  **Audience:** Panel of judges  **Purpose:** To convince panel that your home is the best |

### Year A – Term 3 – School canteen

In Term 3, students name common food items and create bilingual labels of images of food. They express likes and dislikes.

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| Outcomes to be assessed | Outcomes to be addressed | Task |
| A student:  participates in classroom interactions and play-based learning activities in [Language]  **LXX1-1C**  identifies key words and information in simple texts LXX1-2C  responds to texts using a range of supports LXX1-3C  composes texts in [Language] using rehearsed language **LXX1-4C**  recognises and reproduces the sounds of [Language] LXX1-5U  recognises basic [Language] writing conventions LXX1-6U  recognises [Language] language patterns in statements, questions and commands LXX1-7U | A student:  recognises similarities and differences in communication across culturesLXX1-9U | Task 1: The menu at your school canteen is written only in English and is hard to read. The [Nationality] students find it difficult to understand. Create a poster with images of the food on the canteen menu and the words written in English and [Language].  **Context:** [Nationality] students find it difficult to understand the canteen menu  **Audience:** students at your school  **Purpose:** to help [Nationality] students understand the menu  Task 2: You and a friend would like to get the same thing for lunch from the menu. Both of you tell the [Nationality] parent at the canteen something you like and something you don’t like before agreeing on something to buy.  **Context:** Choosing from the canteen menu  **Audience:** [Nationality] parent helper  **Purpose:** To decide on what to buy |

### Year A – Term 4 – Let’s dance!

In Term 4, students learn a simple [Language] dance routine following simple instructions. They create their own version of the traditional dance and use simple sentences to instruct classmates in performing their version of the dance.

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| Outcomes to be assessed | Outcomes to be addressed | Task |
| A student:  participates in classroom interactions and play-based learning activities in [Language]  **LXX1-1C**  composes texts in [Language] using rehearsed language **LXX1-4C**  recognises similarities and differences in communication across culturesLXX1-9U | A student:  recognises and reproduces the sounds of [Language] LXX1-5U  recognises basic [Language] writing conventions LXX1-6U  recognises [Language] language patterns in statements, questions and commands LXX1-7U | Students adapt a traditional dance by adding steps. Use simple instructions to teach [Language] classmates your adapted dance. The best dances will be performed at the end of year [Language] show.  **Context:** Adapting a traditional dance  **Audience:** Classmates  **Purpose:** To instruct classmates |

### Year B – Term 1 – We are family!

In Term 1, students provide information about their family and ask questions about other people’s families.

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| Outcomes to be assessed | Outcomes to be addressed | Task |
| A student:  participates in classroom interactions and play-based learning activities in [Language]  **LXX1-1C**  composes texts in [Language] using rehearsed language **LXX1-4C**  recognises and reproduces the sounds of [Language] LXX1-5U | A student:  recognises basic [Language] writing conventions LXX1-6U  recognises [Language] language patterns in statements, questions and commands LXX1-7U | A friend from [Country] introduced you to their parents who asked about your family. Use a photograph to introduce your family to them.  **Context:** Responding to a request from a friend’s parent  **Audience:** Your friend and their family  **Purpose:** To tell your friends parents about your family |

### Year B – Term 2 – What’s under my bed?

In Term 2, students describe a room in their house, including its contents and say what they do in the room. They provide reasons why they like a particular room.

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| Outcomes to be assessed | Outcomes to be addressed | Task |
| A student:  participates in classroom interactions and play-based learning activities in [Language]  **LXX1-1C**  recognises and reproduces the sounds of [Language] LXX1-5U  recognises [Language] language patterns in statements, questions and commands LXX1-7U | A student:  composes texts in [Language] using rehearsed language **LXX1-4C** | A room in your house will need to be an office. Describe your favourite room to your [Nationality] parents, including what you do there, to convince your parents not to change this room.  **Context:** A room in your house will need to be an office  **Audience:** Your [Nationality] parents  **Purpose:** To convince your parents to not change your favourite room. |

### Year B – Term 3 – Animal cards

In Term 3, students name a variety of animals. They create a bilingual language learning game.

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| Outcomes to be assessed | Outcomes to be addressed | Task |
| A student:  composes texts in [Language] using rehearsed language **LXX1-4C**  recognises and reproduces the sounds of [Language] LXX1-5U  recognises basic [Language] writing conventions LXX1-6U  recognises [Language] language patterns in statements, questions and commands LXX1-7U | A student:  participates in classroom interactions and play-based learning activities in [Language]  **LXX1-1C** | Your class will have a market stall at the school fete. Make a matching card game to sell, with an image, English text and [Language] text. When you have made your game, play it with classmates to test that it works well.  **Context:** The class will make a matching game to sell at the school fete  **Audience:** Classmates and customers to the stall  **Purpose:** To entertain and teach [Language]. |

### Year B – Term 4 – Party time!

In Term 4, students plan and create an invitation for a party using formulaic expressions about the occasion, time place and activities.

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| Outcomes to be assessed | Outcomes to be addressed | Task |
| A student:  participates in classroom interactions and play-based learning activities in [Language]  **LXX1-1C**  composes texts in [Language] using rehearsed language **LXX1-4C**  recognises and reproduces the sounds of [Language] LXX1-5U  recognises basic [Language] writing conventions LXX1-6U  recognises [Language] language patterns in statements, questions and commands LXX1-7U | A student:  recognises features of familiar texts **LXX1-8U**  recognises similarities and differences in communication across culturesLXX1-9U | You are planning a party. Make an invitation for your [Nationality] friends that includes details about date, time and location.  **Context:** Your party  **Audience:** Your friends  **Purpose:** To invite them to the party |

[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.