# [Language] Stage 2 – CLIL sample scope and sequence

Content and Language Integrated Learning (CLIL) is a pedagogical approach that involves students learning a language through content from other key learning areas (KLAs).

## Information for teachers

This sample document incorporates [advice on scope and sequences](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/programming/advice-on-scope-and-sequences) from NSW Education Standards Authority (NESA) 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 Key Learning Areas (KLAs), when the teaching program is integrated
* relevant information for particular learning areas or particular school requirements.

The department has further advice on [developing a scope and sequence](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/primary/scope-and-sequences).

Please note that this document is a ‘sample’ that schools may adapt to meet the needs of their students and local context. This document is based on a school language program of 120 minutes per week. Approximately half this time will be spent teaching the language needed to successfully meet the KLA outcomes in [Language] and the rest of the time completing the task.

Critical information regarding the use of this document can be found at [content and language integrated learning](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/languages/early-stage-1-to-stage-3/content-and-language-integrated-learning).

[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.

## Term 1 – Year a

Table 1 – Term 1, Year a sample scope and sequence

|  |  |
| --- | --- |
| Outcomes | Learning overview |
| ****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   ****These tasks will allow students to work towards:****   * explaining and using strategies to develop resilience and to make them feel comfortable and safe which aligns with outcome – PD2-2 * explaining how empathy, inclusion and respect can positively influence relationships which aligns with outcome – PD2-3 | **KLA** – PDHPE  **Strand:** [Health Wellbeing and Relationships](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-k-10-2018/content/3887)  **Key inquiry questions:**   * How does who I am influence others?   **Language learning tasks**:   * Create and deliver a presentation, ‘A comparison – My Identity and the identity of a famous or known Aboriginal person’ * Role-play – provide advice to a friend to help them overcome a challenging situation.   **Suggested language and text types:**   * Factors that influence identity * Challenging situations students can find themselves in * Potential solutions to challenging situations * Modal language   **Link to KLA resource**: [PDHPE Stage 2 Scope and Sequence](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/pdhpe/media/documents/pdhpe-s2-stage-based-incorporating-cpe-units-sample-scope-and-sequence.docx) |

## Term 2 – Year a

Table 2 – Term 2, Year a sample scope and sequence

|  |  |
| --- | --- |
| Outcomes | Learning overview |
| ****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 * demonstrates an awareness of how familiar texts are structured LXX2-8U * recognises how terms and expressions reflect aspects of culture LXX2-9U   ****These tasks will allow students to work towards:****   * identifying celebrations and commemorations of significance in Australia and the world which aligns with outcome – HT2-1 * describing and explaining how significant individuals, groups and events contributed to changes in the local community over time which aligns with outcome – HT2-2 | **KLA** – History  **Strand:** [Community and Remembrance](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10/content/802)  **Key inquiry questions:**   * What is the nature of the contribution made by different groups and individuals in the community? * How and why do people choose to remember significant events of the past?   **Language learning tasks:**   * Create and deliver a presentation explaining the origins of a celebration from [Culture]. * Use a range of sources to outline the contribution of [Nationality] community to the local area, NSW or Australia   **Suggested language and text types:**   * Past tense * Activities that happen during celebration * Types of historical sources   **Link to KLA resource**:   * [Celebrations and Commemorations](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/hsie/media/documents/history-s2-celebrations-and-commemorations.docx) * [Change and continuity, community and people](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/hsie/media/documents/history-s2-change-and-continuity-community-people.docx) |

## Term 3 – Year a

Table 3 – Term 3, Year a sample scope and sequence

|  |  |
| --- | --- |
| Outcomes | Learning overview |
| ****A student:****   * locates and classifies information in texts LXX2-2C * 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 * demonstrates an awareness of how familiar texts are structured LXX2-8U   ****These tasks will allow students to work towards:****   * comparing features and characteristics of living and non-living things which aligns with outcome – ST2-4LW-S | **KLA** – Science and Technology  **Strand:** [Living world](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/science/science-and-technology-k-6-new-syllabus/content/2777)  **Key inquiry questions:**   * What are the similarities and differences between the life cycles of living things? * How can we group living things?   **Language learning tasks:**   * Write and share a life cycle of an animal. * Create and share a fact sheet about an animal.   **Suggested language and text types:**   * Vocabulary related to animals and their features * Present simple sentences * Language of life cycles   **Link to Content and Language Integrated Learning resource:** [Australian animals – Stage 2 language sample unit](https://schoolsequella.det.nsw.edu.au/file/7c43d1e8-2899-4bab-b838-c0258377ce12/1/Australian-animals-stage-2-languages-sample-unit.docx)  **Link to KLA resource**: [Learning sequence – living world Stage 2](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/science/media/documents/science-and-technology-s2-learning-sequence-living-world.docx) |

## Term 4 – Year a

Table 4 – Term 4, Year a sample scope and sequence

|  |  |
| --- | --- |
| Outcomes | Learning overview |
| ****A student:****   * locates and classifies information in texts LXX2-2C * 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 * demonstrates an awareness of how familiar texts are structured LXX2-8U   ****These tasks will allow students to work towards:****   * examining features and characteristics of places and environments which aligns with outcome – GE2-1 * describing the ways people, places and environments interact which aligns with outcome – GE2-2 | **KLA** – Geography  **Strand:** [Places are similar and different](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-k-10/content/1180)  **Key inquiry questions:**   * How and why are places similar and different? * What would it be like to live in a neighbouring country?   **Language learning tasks:**   * Create and share a visual representation comparing natural and demographic features of [Country], Australia and a neighbouring country. * Create and share a detailed and appealing travel brochure about one of Australia’s neighbours.   **Suggested language and text types:**   * Large numbers * Natural features * Travel brochures * Infographics * Comparative language * Questions for interview   **Link to KLA resource**:   * [Features of Australia](https://schoolsequella.det.nsw.edu.au/file/c8574849-9521-41ff-a495-e726d983c811/1/st2-geography-aust-features.docx) * [Australia’s neighbours](https://schoolsequella.det.nsw.edu.au/file/c8574849-9521-41ff-a495-e726d983c811/1/st2-geography-aust-neighbours.docx) |

## Term 1 – Year b

Table 1 – Term 1, Year b sample scope and sequence

|  |  |
| --- | --- |
| Outcomes | Learning overview |
| ****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 * demonstrates an awareness of how familiar texts are structured LXX2-8U   ****These tasks will allow students to work towards:****   * describing how contextual factors are interrelated and how they influence health, safety, wellbeing and participation in physical activity which aligns with outcome – PD2-6 | **KLA** – PDHPE  **Strand:** [Healthy, Safe and Active Lifestyles](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-k-10-2018/content/3875)  **Key inquiry questions:**   * How can I take action to enhance my own and others’ health, safety, wellbeing and participation in physical activity?   **Language learning tasks**:   * Keep a 2-week diary to monitor your physical activity levels for 2 weeks. Analyse and share with your friends. * Keep a diary about your diet for 2 weeks. Analyse and share with your friends.   **Suggested language and text types:**   * Vocabulary – activities, food and drink * Present tense sentences – I usually… * Future tense sentences – I’m going to… * Past tense sentences – I ate…   **Link to KLA resources**:   * [PDHPE Stage 2 Scope and Sequence](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/pdhpe/media/documents/pdhpe-s2-stage-based-incorporating-cpe-units-sample-scope-and-sequence.docx) * [Australian guide to healthy eating](https://www.eatforhealth.gov.au/guidelines/australian-guide-healthy-eating) |

## Term 2 – Year b

Table 2 – Term 2, Year b sample scope and sequence

|  |  |
| --- | --- |
| Outcomes | Learning overview |
| ****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 * demonstrates an awareness of how familiar texts are structured LXX2-8U   ****These tasks will allow students to work towards:****   * describing and explaining effects of British colonisation in Australia which aligns with outcome – HT2-4 | **KLA** – History  **Strand:** [First contacts](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10/content/803)**Key inquiry questions:**   * What was life like for Aboriginal and/or Torres Strait Islander peoples before the arrival of the Europeans? * Why did Europeans settle in Australia?   **Language learning tasks:**   * Provide the viewpoints of an Aboriginal person and a person who sailed on the First Fleet on their first meeting. * Research a convict through [First Fleet Online](http://firstfleet.uow.edu.au/objectv.html). Create a profile of the convicts.   **Suggested language and text types:**   * Adjectives to describe everyday life, events, people, places, sites and buildings * Past tense sentences * Providing reasons – this is important because * Biographical information   **Link to KLA resource**:   * [Australia’s first people](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/hsie/media/documents/history-s2-australias-first-people.docx) * [The First Fleet and its impact](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/hsie/media/documents/history-s2-first-fleet-and-its-impacts.docx) |

## Term 3 – Year b

Table 3 – Term 3, Year b sample scope and sequence

|  |  |
| --- | --- |
| Outcomes | Learning overview |
| ****A student:****   * 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   ****These tasks will allow students to work towards:****   * selecting and using materials, tools and equipment to develop solutions for a need or opportunity which aligns with outcome – ST2-2DP-T | **KLA** – Science and Technology  **Strand:** [Material World](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/science/science-and-technology-k-6-new-syllabus/content/2780)  **Key inquiry questions:**  What are the different forms of energy around us and how can we detect them?  **Language learning tasks:**   * Find a number of objects. Tell your friends what the objects are; what they are used for; what material they are made of; and the properties of the material. * Design and make a game using recycled materials. Tell your friends the rules of your game. Play the game.   **Suggested language and text types:**   * Types of object and their purposes * Materials and their properties * Commands – rules of a game.   **Link to KLA resource**:   * [Material World Stage 2 Learning sequence](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/science/media/documents/science-and-technology-s2-material-world-learning-sequence.docx) * [Material World Stage 2 Student workbook](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/science/media/documents/science-and-technology-s2-material-world-student-workbook.docx) |

## Term 4 – Year b

Table 4 – Term 4, Year b sample scope and sequence

|  |  |
| --- | --- |
| Outcomes | Learning overview |
| ****A student:****   * 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 * demonstrates an awareness of how familiar texts are structured LXX2-8U   ****These tasks will allow students to work towards:****   * examining features and characteristics of places and environments which aligns with outcome – GE2-1 | **KLA** – Geography  **Strand:** [Earth’s environment](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-k-10/content/1181)  **Key inquiry questions:**  How does the environment support the lives of people and other living things?  **Language learning tasks:**   * Compile and share a fieldwork report on how a local natural environment is a habitat for living things. * Create and share an illustrated fact sheet on the animal, describing its habitat, diet, behaviours and other uses of the environment.   **Suggested language and text types:**   * Natural environments and their features * Living things in those environments * Fieldwork report * Language to communicate findings of fieldwork and fact sheet – ‘As you can see..’, ‘This shows how…’, ‘It is important that…’   **Link to KLA resource**: [Natural environments](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/hsie/media/documents/geography-s2-natural-environments.docx) |