# [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 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:***** uses [Language] to interact with others to exchange information and opinions, and to participate in classroom activities LXX3-1C
* composes texts in [Language] using a series of sentences LXX3-4C
* applies key features of [Language] pronunciation and intonation LXX3-5U
* applies basic [Language] writing conventions LXX3-6U
* demonstrates understanding of [Language] grammatical structures LXX3-7U

****These tasks will allow students to work towards:***** adapting movement skills in a variety of physical activity contexts which aligns with outcome – PD3-4
* selecting and using interpersonal skills to interact respectfully with others to promote inclusion and build connections which aligns with outcome – PD3-10
 | **KLA** – PDHPE**Strand:** [Movement Skill and Performance](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-k-10-2018/content/3869)**Key inquiry questions:*** How can we adapt and perform movement skills in different situations?
* How can we use strategies and tactics to create solutions to movement challenges?
* How can we work with others to build positive relationships during physical activity?

**Language learning tasks**:* Role play – negotiation to resolve conflict in a game situation
* Design a sequence of locomotor, stability and object control skills with changes in speed, distance, direction and levels (low, medium, high). Instruct classmates in performing sequence.

**Suggested language and text types:*** Locomotor, stability and object control skills
* Commands
* Respectful language to resolve conflict
* Modal language

**Link to KLA resource**: [Stage 3 ‘How can I solve problems while moving?’ unit](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/pdhpe/media/documents/pdhpe-s3-unit-how-can-i-solve-problems-while-moving.docx) |

## Term 2 – Year a

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

|  |  |
| --- | --- |
| Outcomes | Learning overview |
| ****A student:***** composes texts in [Language] using a series of sentences LXX3-4C
* applies key features of [Language] pronunciation and intonation LXX3-5U
* applies basic [Language] writing conventions LXX3-6U
* demonstrates understanding of [Language] grammatical structures LXX3-7U
* recognises how texts and language use vary according to context and purpose LXX3-8U
* makes connections between cultural practices and language use LXX3-9U

****These tasks will allow students to work towards:***** describing and explaining the significance of people, groups, places and events to the development of Australia which aligns with outcome – HT3-1
 | **KLA** – History**Strand:** [The Australian Colonies](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10/content/804)**Key inquiry questions:*** What were the significant events and who were the significant people that shaped Australian colonies?
* How did an Australian colony develop over time and why?

**Language learning tasks:*** Create and explain a table displaying a detailed timeline of significant events in Australia between 1800 and 1900, for example internal exploration, gold rushes or expansion of farming.
* Create and deliver a presentation outlining the reasons for colonial migration to Australia, from [Country] if appropriate.

**Suggested language and text types:*** Past tense
* Categories for detailed timeline
* Reasons for migration

**Link to KLA resource**:* [Colonial development](https://schoolsequella.det.nsw.edu.au/file/eeeea310-9b9d-437d-b2dd-ea5566652405/1/Stage-3-history-colonial-development.docx)
* [Colonial immigration](https://schoolsequella.det.nsw.edu.au/file/29e28063-0e6e-4a74-9ec8-3c09a4acf630/1/Stage-3-history-colonial-immigration.docx)
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## Term 3 – Year a

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

|  |  |
| --- | --- |
| Outcomes | Learning overview |
| ****A student:***** uses [Language] to interact with others to exchange information and opinions, and to participate in classroom activities LXX3-1C
* composes texts in [Language] using a series of sentences LXX3-4C
* applies key features of [Language] pronunciation and intonation LXX3-5U
* applies basic [Language] writing conventions LXX3-6U
* demonstrates understanding of [Language] grammatical structures LXX3-7U
* recognises how texts and language use vary according to context and purpose LXX3-8U

****These tasks will allow students to work towards:***** explaining regular events in the solar system which aligns with outcome – ST3-10ES-S
 | **KLA** – Science and Technology**Strand:** [Earth and space](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/science/science-and-technology-k-6-new-syllabus/content/2804)**Key inquiry questions:*** How does the Earth compare to other planets in the solar system?

**Language learning tasks:*** Research a planet and present information through an interview with a classmate.
* Write an informative text about chosen planet.

**Language required for tasks includes:*** Planet names and space vocabulary
* Modelled sentences for example, ‘Planet is X km from the sun.’ ‘A year on planet, lasts X days.’
* Questions for interview

**Link to KLA resource**:* [Learning sequence – Earth and space Stage 3](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/science/media/documents/science-and-technology-s3-earth-and-space-learning-sequence.docx)
* [Student workbook – Earth and space Stage 3](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/science/media/documents/science-and-technology-s3-earth-and-space-student-workbook.docx)
* [Digital student resource - Earth and space Stage 3](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/science/media/documents/science-and-technology-s3-earth-and-space-digital-student-resource.pptx)
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## Term 4 – Year a

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

|  |  |
| --- | --- |
| Outcomes | Learning overview |
| ****A student:***** uses [Language] to interact with others to exchange information and opinions, and to participate in classroom activities LXX3-1C
* composes texts in [Language] using a series of sentences LXX3-4C
* applies key features of [Language] pronunciation and intonation LXX3-5U
* applies basic [Language] writing conventions LXX3-6U
* demonstrates understanding of [Language] grammatical structures LXX3-7U
* recognises how texts and language use vary according to context and purpose LXX3-8U
* makes connections between cultural practices and language use LXX3-9U

****These tasks will allow students to work towards:***** describing the diverse features and characteristics of places and environments which aligns with outcome – GE3-1
* explaining interactions and connections between people, places and environments which aligns with outcome – GE3-2
 | **KLA** – Geography**Strand:** [Factors that shape places](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-k-10/content/1183)**Key inquiry questions:*** How do people and environments influence one another?
* How can the impact of bushfires on people and places be reduced?

**Language learning tasks:*** Develop and share a bushfire survival plan for your home or school.
* Consider the features of the natural environment, from [Country] to design and share a home.

**Suggested language and text types:*** Questions and answers in bushfire survival plan
* Features of the natural environment
* Features of homes
* Building materials

**Link to KLA resource**:* [Bushfire mitigation](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/hsie/media/documents/geography-s3-bushfire-mitigation.docx)
* [Why live where?](https://schoolsequella.det.nsw.edu.au/file/c8574849-9521-41ff-a495-e726d983c811/1/st3-why-live-where.docx)
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## Term 1 – Year b

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

|  |  |
| --- | --- |
| Outcomes | Learning overview |
| ****A student:***** uses [Language] to interact with others to exchange information and opinions, and to participate in classroom activities LXX3-1C
* composes texts in [Language] using a series of sentences LXX3-4C
* applies key features of [Language] pronunciation and intonation LXX3-5U
* applies basic [Language] writing conventions LXX3-6U
* demonstrates understanding of [Language] grammatical structures LXX3-7U
* recognises how texts and language use vary according to context and purpose LXX3-8U
* makes connections between cultural practices and language use LXX3-9U

****These tasks will allow students to work towards:***** distinguishing contextual factors that influence health, safety, wellbeing and participation in physical activity which are controllable and uncontrollable which aligns with outcome – PD3-6
 | **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/3866)**Key inquiry questions:*** How does a healthy, safe and active lifestyle enhance connection with others?

**Language learning tasks**:* Presentation – How is my personal identity influenced by groups, cultures, places and communities to which they belong and feel connected?
* Create a survey on technology use in your class. Ask your classmates the questions and show the results in a graph. Identify opportunities to make changes that positively impacts health or lifestyle.

**Suggested language and text types:*** Vocabulary related to groups, cultures, places and communities
* Surveys
* Questions
* Adverbs of frequency
* Cause and effect language

**Link to KLA resources**:* [PDHPE Stage 3 Scope and Sequence](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/pdhpe/media/documents/pdhpe-s3-stage-based-incorporating-cpe-units-sample-scope-and-sequence.docx)
* [How is technology impacting on our health, safety and wellbeing?](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/pdhpe/media/pdhpe-s3-how-is-technology-impacting-on-our-health-safety-and-wellbeing.docx)
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## Term 2 – Year b

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

|  |  |
| --- | --- |
| Outcomes | Learning overview |
| ****A student:***** **uses [Language] to interact with others to exchange information and opinions, and to participate in classroom activities LXX3-1C**
* **composes texts in [Language] using a series of sentences LXX3-4C**
* **applies key features of [Language] pronunciation and intonation LXX3-5U**
* **applies basic [Language] writing conventions LXX3-6U**
* **demonstrates understanding of [Language] grammatical structures LXX3-7U**
* **makes connections between cultural practices and language use LXX3-9U**

****These tasks will allow students to work towards:***** identifying change and continuity and describes the causes and effects of change on Australian society which aligns with outcome – HT3-3
 | **KLA** – History**Strand:** [Australia as a nation](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10/content/805)**Key inquiry questions:*** Who were the people who came to Australia?
* Why did they come?

**Language learning tasks:*** Provide the viewpoints of members of a family from [Country] discussing whether to migrate to Australia. Then create a PMI chart from the family’s viewpoint after they have arrived in Australia comparing life in both countries.
* Interview a migrant from [Country]. Share their story with your class.

**Suggested language and text types:*** Comparative language
* Advantages and disadvantages
* Past tense questions
* Biographical information

**Link to KLA resource**: [Migration stories](https://schoolsequella.det.nsw.edu.au/file/25c6521b-4d44-4962-a4d6-3664a3936084/1/Stage-3-history-migration-stories.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 a series of sentences LXX3-4C
* applies key features of [Language] pronunciation and intonation LXX3-5U
* applies basic [Language] writing conventions LXX3-6U
* demonstrates understanding of [Language] grammatical structures LXX3-7U
* recognises how texts and language use vary according to context and purpose LXX3-8U
* makes connections between cultural practices and language use LXX3-9U

****These tasks will allow students to work towards:***** explaining the effect of heat on the properties and behaviour of materials which aligns with outcome – ST3-6MW-S
* explaining how the properties of materials determines their use for a range of purposes which aligns with outcome – ST3-6MW-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/2798)**Key inquiry questions:*** Why are the characteristics of materials important when designing and producing?
* How can the state of materials be changed and manipulated?

**Language learning tasks:*** Conduct a fair test to investigate which materials are best suited to carry a load. Share your results.
* Conduct a fair test to determine the effect of heat and cold in changing the state of materials. Share your results.

**Suggested language and text types**Structural properties of materials and their:* States of matter
* Fair test procedure
* Scientific report

**Link to KLA resource**:* [Material World Stage 3 Learning sequence](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/science/media/documents/science-and-technology-s3-material-world-learning-sequence.docx)
* [Material World Stage 3 Student workbook](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/science/media/documents/science-and-technology-s3-material-world-student-workbook.docx)
* [Sample unit (Stage 3) Gelato time!](https://educationstandards.nsw.edu.au/wps/wcm/connect/e4f6b099-97b8-48e8-ae3d-cf485ef6cbb8/science-and-technology-k-6-sample-unit-stage-3-gelato-time.docx?MOD=AJPERES&CACHEID=ROOTWORKSPACE-e4f6b099-97b8-48e8-ae3d-cf485ef6cbb8-mHD-kg.)
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## Term 4 – Year b

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

|  |  |
| --- | --- |
| Outcomes | Learning overview |
| ****A student:***** composes texts in [Language] using a series of sentences LXX3-4C
* applies key features of [Language] pronunciation and intonation LXX3-5U
* applies basic [Language] writing conventions LXX3-6U
* demonstrates understanding of [Language] grammatical structures LXX3-7U
* makes connections between cultural practices and language use LXX3-9U

****These tasks will allow students to work towards:***** explaining interactions and connections between people, places and environments which aligns with outcome – GE3-2
 | **KLA** – Geography**Strand:** [A diverse and connected world](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-k-10/content/1184)**Key inquiry questions:*** How do places, people and cultures differ across the world?
* What are Australia’s global connections?

**Language learning tasks:*** Create and share a text comparing the lives of 2 individuals in [Country] and an (additional) Asian country.
* Create and share visual representations of some the connections between Australia and [Country].

**Language required for task includes:*** Natural and human features of places
* Similarities and differences of people’s lives
* Types of graphs and charts
* Geographical and demographic information

**Link to KLA resource**:* [Engaging with Asia](https://schoolsequella.det.nsw.edu.au/file/c8574849-9521-41ff-a495-e726d983c811/1/st3-geography-engaging-with-asia.docx)
* [Connections and perceptions](https://schoolsequella.det.nsw.edu.au/file/6a54c357-14bc-46f1-8ac5-94916c35c606/1/Stage%203%20geography%20-%20connections%20and%20perceptions.docx)
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