[Language] Stage 3 – 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: LXX3-6U.

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 – A weekend break

In Term 1, students name places in urban and rural areas and identify activities that can take place in those areas. They research locations in Australia and [Country].

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| Outcomes to be assessed | Outcomes to be addressed | Task |
| 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 | A student:  obtains and processes information in texts, using contextual and other clues LXX3-2C  responds to texts using different formats LXX3-3C  makes connections between cultural practices and language use LXX3-9U | **Task: Your [Nationality] parents are planning a weekend break for you and/or your sibling(s). Tell them where you would like to go, some things you would like to do and how you will get there. Agree on a plan and send an email to a friend telling them about the plan.**  **Context:** Family discussion  **Audience:** Your family  **Purpose:** Planning a weekend break |

### Year A – Term 2 – Eating at a restaurant

In Term 2, students revise language related to food eaten in restaurants. They re-enact formal and informal scenarios in a restaurant setting.

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| Outcomes to be assessed | Outcomes to be addressed | Task |
| A student:  uses [Language] to interact with others to exchange information and opinions, and to participate in classroom activities LXX3-1C  applies key features of [Language] pronunciation and intonation LXX3-5U  demonstrates understanding of [Language] grammatical structures LXX3-7U | A student:  obtains and processes information in texts, using contextual and other clues LXX3-2C  composes texts in [Language] using a series of sentences LXX3-4C  applies basic [Language] writing conventions LXX3-6U  makes connections between cultural practices and language use LXX3-9U | Task: Order food and drinks for yourself and a friend from the menu at a restaurant.  **Context:** At a restaurant  **Audience:** Waiter  **Purpose:** To get food for yourself and a friend  **Students with prior learning and/or experience:**  **Task:** After eating a meal, you are dissatisfied with the food and the service. Using formal language, describe your experience and feelings to the waiter.  **Context:** After eating a meal at a restaurant  **Audience:** Waiter  **Purpose:** To complain about the food and the service |

### Year A – Term 3 – Celebrities

In Term 3, students describe the appearance and personality of well-known people. They identify why they are famous and give their personal opinions about the famous people.

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| Outcomes to be assessed | Outcomes to be addressed | Task |
| A student:  uses [Language] to interact with others to exchange information and opinions, and to participate in classroom activities LXX3-1C  obtains and processes information in texts, using contextual and other clues LXX3-2C  responds to texts using different formats LXX3-3C  composes texts in [Language] using a series of sentences LXX3-4C  applies key features of [Language] pronunciation and intonation LXX3-5U  demonstrates understanding of [Language] grammatical structures LXX3-7U | A student:  applies basic [Language] writing conventions LXX3-6U | Task: Your school will ask a famous person to be a supporter of the school. Create a profile of a person you admire and present the information to convince your principal to choose the person you admire  **Context:** Your school will ask a famous person to be a supporter of the school  **Audience:** Principal  **Purpose:** To convince your principal to choose the person you admire |

### Year A – Term 4 – School life

In Term 4, students discuss all aspects of school life and analyse the similarities and differences between school in Australia and school in [Country].

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| Outcomes to be assessed | Outcomes to be addressed | Task |
| A student:  uses [Language] to interact with others to exchange information and opinions, and to participate in classroom activities LXX3-1C  applies key features of [Language] pronunciation and intonation LXX3-5U  demonstrates understanding of [Language] grammatical structures LXX3-7U  makes connections between cultural practices and language use LXX3-9U | A student:  composes texts in [Language] using a series of sentences LXX3-4C  applies basic [Language] writing conventions LXX3-6U  recognises how texts and language use vary according to context and purpose LXX3-8U | Task: Your buddy class in [Country] are doing a project on school life in Australia. Make a video for your pen-pal explaining a typical day at your school, pointing out similarities between Australian schools and schools in [Country].  **Context:** Your buddy class are doing a project on school life in Australia  **Audience:** Your pen-pal  **Purpose:** To help your pen-pal with a project |

### Year B – Term 1 – Holiday in [Country]

In Term 1, students investigate the geography of [Country]. They identify a number of places they would like to visit and communicate travel plans in a variety of ways.

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| Outcomes to be assessed | Outcomes to be addressed | Task |
| A student:  uses [Language] to interact with others to exchange information and opinions, and to participate in classroom activities LXX3-1C  obtains and processes information in texts, using contextual and other clues LXX3-2C  applies key features of [Language] pronunciation and intonation LXX3-5U  demonstrates understanding of [Language] grammatical structures LXX3-7U | A student:  responds to texts using different formats LXX3-3C  composes texts in [Language] using a series of sentences LXX3-4C  applies basic [Language] writing conventions LXX3-6U  recognises how texts and language use vary according to context and purpose LXX3-8U  makes connections between cultural practices and language use LXX3-9U | Task 1: There will be a school trip to [Country] next year. Research [Country] and create the itinerary you would like for the school trip. Present your suggested itinerary to the principal and organising committee.  **Context:** Planning a school trip to [Country]  **Audience:** Organising committee  **Purpose:** To convince organising committee that your itinerary should be chosen for the school trip  Task 2: Your itinerary was not successful in being chosen for the school trip. But, your parents really love your plan and want your family to do the trip you planned. Book your trip with a travel agent, including dates and places to visit.  Students with prior learning and/or experience: Also discuss times, cost and accommodation with the travel agent.  **Context:** Book the holiday you planned  **Audience:** Travel agent  **Purpose:** To book a trip to [Country] |

### Year B – Term 2 – A new zoo!

In Term 2, students revise vocabulary related to animals. They decide which animals to include in the local zoo and justify these decisions.

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| Outcomes to be assessed | Outcomes to be addressed | Task |
| 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 | A student:  obtains and processes information in texts, using contextual and other clues LXX3-2C  responds to texts using different formats LXX3-3C | The local zoo will be renovated. There is a competition to plan the new-look zoo. Design and explain a new zoo map and explain which animals will be in the new zoo and other facilities for visitors. Make sure there is enough space for animals and visitors. The winner will get a lifetime pass to the zoo.  **Context:** The local zoo will be renovated  **Audience:** Zoo management  **Purpose:** To design a zoo and win the competition |

### Year B – Term 3 – Caring for the environment

In Term 3, students describe current sustainability practices at school including water and electricity use, biodiversity, active transport and waste. They suggest ways to improve current practices.

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| Outcomes to be assessed | Outcomes to be addressed | Task |
| 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 | A student:  obtains and processes information in texts, using contextual and other clues LXX3-2C  responds to texts using different formats LXX3-3C  recognises how texts and language use vary according to context and purpose LXX3-8U | Task: Create and explain a bilingual poster to promote an environmental initiative at school to new [Nationality] students.  **Context:** New [Nationality] students are unaware of the school’s environmental initiatives  **Audience:** New [Nationality] students  **Purpose:** To promote an environmental initiative |

### Year B – Term 4 – Our yearbook!

In Term 4, students reflect on their time learning [Language] in primary school. They identify and describe their favourite words, lessons, and tasks.

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| Outcomes to be assessed | Outcomes to be addressed | Task |
| A student:  composes texts in [Language] using a series of sentences LXX3-4C  applies basic [Language] writing conventions LXX3-6U  demonstrates understanding of [Language] grammatical structures LXX3-7U | A student:  uses [Language] to interact with others to exchange information and opinions, and to participate in classroom activities LXX3-1C  applies key features of [Language] pronunciation and intonation LXX3-5U  recognises how texts and language use vary according to context and purpose LXX3-8U | Task: Your class has been asked to create a yearbook in [Language] to celebrate your time in primary school. The yearbook will be read by younger students in [Language] class  **Context:** Creating an end of school yearbook  **Audience:** Friends and younger students  **Purpose:** To celebrate and to be read by younger students |

[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.