



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	<p><b>Relationships (About me, about you, family, friends and pets)</b></p> <p><b>Second language learners</b> Students exchange details with peers, e.g. name, age, birthday, phone number and information about family members.</p> <p><b>Prior learning</b> Students exchange personal information and make comparison between their own daily routine and experiences and that of peers and family.</p> <p><b>Background</b> Students exchange information with a peer/teacher about their family, social life and experiences and express their own views and opinions about the importance of relationships and how to maintain them.</p>									
	<p><b>Focus outcomes: Interacting</b> LXX4-1C, LXX4-5U, LXX4-8U LXX4-1C, LXX4-5U, LXX4-9U (for scripted languages)</p>									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2	<p><b>Education (School life)</b></p> <p><b>Second language learners</b> Students read a simple text and exchange details with peers and/or friends about their favourite subjects and other school activities.</p> <p><b>Prior learning</b> Students obtain information from a school's website and create a poster for an upcoming school event.</p> <p><b>Background</b> Students obtain and summarise information about school life in [Country] and present their findings in a table or graph showing similarities and differences between Australian and [Language] school life.</p>									
	<p><b>Focus outcomes: Accessing and responding</b> LXX4-2C, LXX4-3C, LXX4-6U, LXX4-7U LXX4-2C, LXX4-3C, LXX4-6U, LXX4-7U, LXX4-8U (for scripted languages)</p>									

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Term 3	<p><b>Food and culture</b></p> <p><b>Second language learners</b> Students create a virtual [Language] restaurant and design a menu. Students then compose a digital flyer for the class website to promote their restaurant.</p> <p><b>Prior learning</b> Students share information with their peers on how to cook a popular dish from [Country]. Students then compose a script and video presentation of the recipe with voice-over for the class website.</p> <p><b>Background</b> Students interview members of the local [Language]-speaking community about their eating patterns and diet. They then compose a report discussing diet trends in the local [Language]-speaking community, including their own experiences, preferences and adjustments.</p>									
	<p><b>Focus outcomes: Composing</b> LXX4-4C, LXX4-6U, LXX4-8U LXX4-4C, LXX4-6U, LXX4- 7U, LXX4-9U (for scripted languages)</p>									

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Term 4	<p><b>Character (Famous people)</b></p> <p><b>Second language learners</b> Students read a simple biography of a famous [Language] singer/actor and then present the information to the class in a digital profile and timeline. They respond to questions from the class members.</p> <p><b>Prior learning</b> Students access information from a range of online resources to research a famous [Language] singer, actor or historical figure. They prepare a text for a dialogue to be used in a mock interview in class.</p> <p><b>Background</b> Students research a famous [Language] singer/actor, summarising and evaluating key information. They then write an article for the class website, expressing their own view on the information obtained, with specific references and quotes for a presentation to the class.</p>									
	<p><b>Focus outcomes: All strands</b> LXX4-1C, LXX4-2C, LXX4- 3C, LXX4-4C, LXX4-5U, LXX4-6U, LXX4-7U, LXX4-8U LXX4-1C, LXX4-2C, LXX4- 3C, LXX4-4C, LXX4- 5U, LXX4-6U, LXX4-7U, LXX4-8U, LXX4-9U (for scripted languages)</p>									

# Stage 4 - Scope and Sequence (even years)



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	<p><b>My life (daily routine)</b></p> <p><b>Second language learners</b> Students exchange information about their school/school subjects to peers and their weekdays and weekend routines.</p> <p><b>Prior learning</b> Students exchange information and ideas about their school and neighbourhood for [Language] students visiting the school. Students exchange information about their week day, weekend and school holiday routines using their knowledge of time and weekdays.</p> <p><b>Background</b> Students exchange information, ideas and opinions to real/virtual students in [Country], showcasing aspects of school life, weekends and school holidays in Australia.</p>									
	<p><b>Focus outcomes: Interacting</b> LXX4-1C, LXX4-5U, LXX4- 8U &amp; LXX4-1C LXX4-5U, LXX4-9U (for scripted languages)</p>									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2	<p><b>Leisure (After school activities, hobbies and sport)</b></p> <p><b>Second language learners</b> Students research information on after school activities and hobbies in [Language] speaking countries from a variety of sources and present their findings.</p> <p><b>Prior learning</b> Students research and present young people's hobbies and activities in [Language] speaking communities, comparing them to Australian after school activities.</p> <p><b>Background</b> Students research young people's hobbies and activities in [Language] speaking communities and create an advertisement for a new after school activity in the community, describing its benefits.</p>									
	<p><b>Focus outcomes: Accessing and responding</b> LXX4-2C, LXX4-3C, LXX4- 6U, LXX4-7U LXX4-2C, LXX4-3C, LXX4- 6U, LXX4-7U, LXX4-8U (for scripted languages)</p>									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	<p><b>Shopping</b></p> <p><b>Second language learners</b> Students design bilingual signage for a shopping centre/store map.</p> <p><b>Prior learning</b> Students produce a bilingual guide about their local shopping centre in [Language] or a shopping guide for visitors to [Country].</p> <p><b>Background</b> Students produce a bilingual brochure with information on cultural etiquette, bargaining and culturally specific items, craftsmanship and delicacies for visitors to [Country].</p>									
	<p><b>Focus outcomes: Composing</b> LXX4-4C, LXX4-6U, LXX4-8U LXX4-4C, LXX4-6U, LXX4- 7U, LXX4-9U (for scripted languages)</p>									

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Term 4	<p><b>Celebrations</b></p> <p><b>Second language learners</b> Students obtain information about traditional and modern ways of celebrating festivals in [Language]-speaking communities. They present their findings to their peers in a short description of one festival.</p> <p><b>Prior learning</b> Students compare traditional festivals in [Language]-speaking communities with cultural holidays in Australia. They present their findings to the class in a digital presentation.</p> <p><b>Background</b> Students access a range of texts to identify how the celebration of cultural events is maintained or adapted in the Australian context. They present their findings in a report for their [Language]-speaking peers at a buddy school.</p>									
	<p><b>Focus outcomes: All strands</b> LXX4-1C, LXX4-2C, LXX4- 3C, LXX4-4C, LXX4-5U, LXX4-6U, LXX4-7U, LXX4-8U LXX4-1C, LXX4-2C, LXX4- 3C, LXX4-4C, LXX4- 5U, LXX4-6U, LXX4-7U, LXX4-8U, LXX4-9U (for scripted languages)</p>									