



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	<p>Belonging (Family, house and home)</p> <p>Second language learners Students initiate a conversation with a new friend to find out personal information, introduce themselves and talk about their home and neighbourhood. They share information about their friend in a presentation to the class, using visual supports.</p> <p>Prior learning Students discuss their daily household/family routine with peers from [Language]-speaking communities. They engage in dialogue to highlight similarities and differences in daily routines.</p> <p>Background Students interview [language] speakers in the community (or family members) about their family experiences as [nationality] Australians. They discuss experiences and issues raised, including their own point of view, in an oral presentation to the class.</p>									
	<p>Focus outcomes: Interacting LXX5-1C, LXX5-5U, LXX5-8U and LXX5-1C, LXX5-5U, LXX5-9U (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>Knowledge (School life and technology)</p> <p>Second language learners Students read information from various texts about an aspect of the daily life of young people in Australia. They present their findings to the class in a multimodal presentation.</p> <p>Prior learning Students research material on attitudes and values towards education in [Country] and in Australia. Students present their findings in a speech transcript reflecting on their own understanding of the importance of education.</p> <p>Background Students analyse information about how [Country] and Australia are dealing with a current issue. They present their findings and discuss the impact with the class. Students research information on attitudes and values towards technology, social media and screen-time in [Country] and in Australia and present their findings in a table or speech transcript.</p>									
	<p>Focus outcomes: Accessing and responding LXX5-2C, LXX5-3C, LXX5-6U, LXX5-7U and LXX5-2C, LXX5-3C, LXX5-6U, LXX5-7U, LXX5-8 (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>Negotiation (Making plans and going out on the weekend)</p> <p>Second language learners Students communicate with peers via email, social-media formats or school-based verbal and written exchanges to arrange plans with friends and family to go to the cinema, a restaurant, a sporting event or a concert.</p> <p>Prior learning Students clarify, express preference for and summarise arrangements for a social outing. Students engage with authentic texts from the internet (i.e. restaurants, cinemas, shopping centres etc. located within [country]) and compose a detailed dialogue between friends or family who are negotiating their preferences in making plans for the holidays.</p> <p>Background Students access a range of online articles and video clips to identify and analyse culture in [target language country] and how different groups of society spend their time on the weekend or participate in cultural activities. Students write a blog post or news article in which they compare social leisure time in both Australia and [Country] as well as discuss the importance of socialising and participating in cultural activities.</p>									
	<p>Focus outcomes: Composing LXX5-4C, LXX5-6U, LXX5-8U and LXX5-4C, LXX5-6U, LXX5-7U, LXX5-9U (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 4	<p>Experience (future and employment)</p> <p>Second language learners Students obtain information about careers and professions and exchange information by asking and responding to questions and giving opinions in [Language]. Students present a short scenario of a teenager discussing with parents their career directions and future plans.</p> <p>Prior learning Students discuss future such as further education, career and travel and interview class members about professions and career paths they are interested in and what qualities, skills or qualifications are needed. Students compose a brief resume in [Language] with a short cover letter.</p> <p>Background Students engage with a variety of written and visual texts based on further education, career and travel. Students compose an application letter in response to an employment advertisement as well as present a debate or speech on a topic of interest to young people such as 'there is too much pressure on young people today decide on a career path in high school'.</p>									
	<p>Focus outcomes: All strands LXX5-1C, LXX5-2C, LXX5-3C, LXX5-4C, LXX5 -5U, LXX5-6U, LXX5-7U, LXX5-8U, LXX5-9U</p>									

Stage 5 - 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>Health and wellbeing (Our lifestyle and keeping fit)</p> <p>Second language learners Students in pairs initiate and plan an activity with peers to promote healthy eating and active lifestyles at school. They then create a poster and present it to their class advertising their activity.</p> <p>Prior learning Students in pairs plan a schedule of events for the school promoting healthy eating and active lifestyles. They then create a webpage/flyer advertising the exhibition and present it to the class.</p> <p>Background Students in pairs plan a community event to promote healthy eating and active lifestyles. They write a webpage/flyer for the local [Language] community, urging them to be involved. Students present this to the class.</p>									
	<p>Focus outcomes: Interacting LXX5-1C, LXX5-5U, LXX5-8U and LXX5-1C, LXX5-5U, LXX5-9U (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>Journey (Travel, transport and sightseeing)</p> <p>Second language learners Students locate information about people and places in and history of [Country] and use the information to build a travel itinerary for a virtual class trip.</p> <p>Prior learning Students access, collate and examine information from various sources on the people and places in and history of an [Language]-speaking country to develop a travel guide for a proposed class visit.</p> <p>Background Students access diverse texts, identifying different opinions and ideas on the people and history of tourist sites in an [Language]-speaking country, and express own perspectives in a travel forum.</p>									
	<p>Focus outcomes: Accessing and responding LXX5-2C, LXX5-3C, LXX5-6U, LXX5-7U and LXX5-2C, LXX5-3C, LXX5-6U, LXX5-7U, LXX5-8U (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>Identity (Our community, the local area and environment)</p> <p>Second language learners Students compose a web article that explore one specific cultural identity within [Country] and how this characterises daily life in this city/region.</p> <p>Prior learning Students compose a webpage article that explores 3 different lifestyles and cultural identities within geographical areas of [Country]. E.g. urban, coastal, regional towns/villages.</p> <p>Background Students compare texts from different eras to explore how values and cultural practices may have changed over time. Students reflect on their own biography, family heritage and history, migration story, family traditions and beliefs and how these contribute to their sense of identity. Students compose a transcript for a speech to be delivered at a Harmony Day reflecting on the importance social function cultural has in bringing people together and fostering belonging and solidarity.</p>									
	<p>Focus outcomes: Composing LXX5-4C, LXX5-6U, LXX5-8U and LXX5-4C, LXX5-6U, LXX5-7U, LXX5-9U (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 4	<p>Diversity (Festivals, folklore and historical events)</p> <p>Second language learners Students complete a close study of a festival, folklore and historical event, after researching and composing a multimodal presentation in[Language] they present to the class on its significance to [language] culture.</p> <p>Prior learning Students watch a film extract, television program extract or short story novel extract and evaluate its presentation of a cultural festival, folklore or historical event in the text type of a review.</p> <p>Background Students read a news article or historical account of a significant [Country] event, cultural celebration or commemoration and analyse theauthor's personal values and experiences. They write an essay for the teacher discussing how aspects of [Country] culture and society are represented.</p>									
	<p>Focus outcomes: All strands LXX5-1C, LXX5-2C, LXX5-3C, LXX5-4C, LXX5-5U, LXX5-6U, LXX5-7U, LXX5-8U, LXX5-9U</p>									