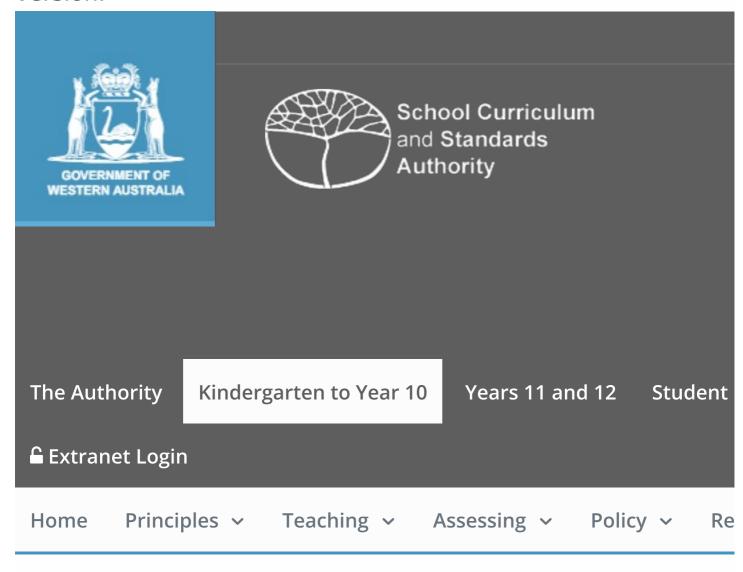
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Organisation

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Overview

Rationale

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Ways of Teaching
Ways of Teaching Video
Ways of Assessing
General Capabilities
Cross-Curriculum Priorities
Glossary
Scope and Sequence

◆ Return to Languages

Content Stru

The Languages curprogram, in at least schools do not have teach a minimum of Year 5 in 2020, Year 10 the study of Languages curprogram, in at least schools do not have teach a minimum of Year 5 in 2020, Year 5 in 2020, Year 5 in 2020, Year 10 the study of Languages curprogram, in at least schools do not have teach a minimum of Year 5 in 2020, Year 10 the study of Languages curprogram, in at least schools do not have teach a minimum of Year 5 in 2020, Year 10 the study of Languages curprogram, in at least schools do not have teach a minimum of Year 5 in 2020, Year 10 the study of Languages curprogram, in at least schools do not have teach a minimum of Year 5 in 2020, Year 10 the study of Languages curprogram, in at least schools do not have teach a minimum of Year 5 in 2020, Year 10 the study of Languages curprogram, in at least schools do not have teach a minimum of Year 5 in 2020, Year 10 the study of Languages curprogram in the Year 5 in 2020, Year 10 the study of Languages curprogram in the Year 5 in 2020, Year 10 the study of Languages curprogram in the Year 5 in 2020, Year 10 the Study of Languages curprogram in the Year 10 the Study of Languages curprogram in the Year 10 the Year 1

Second Lang

In the Western Austlearners has been costudents learning econtext. The Language, French: Second Language, Additionally, ACAR/curriculum are recownessern Australia.

Sequences o

The design of the W different entry poin reflects current pra are two learning se

- Pre-primary Yea
- Year 7 Year 10

The content of the interrelated strands reflect three import communication, an communication and

Within each strand, dimensions of langus strands and sub-str language use for di each strand will diff

Communica⁻

The Communicating to interpret, create in different context purposes.

Socialising

The content focuse opinions, experienc negotiating, decidir

Informing

The content develo through a range of knowledge.

Creating

The content focuse participating in, res drama and music.

• Translating

The content focuse cultures orally and these to others.

Reflecting

The content focuse intercultural excharinteraction shapes

The Communicating reading, and writing

- interacting and ir
- interacting and c

and incorporates di

Understandi

The Understanding language and cultu intercultural exchar

• Systems of langu

The content focuse system, including s

• Language variati

The content focuse vary in use (registe time and place.

• The role of langu

The content focuse and culture in the ϵ

Year level de

Year level description with core content be interrelated nature integration of contents.

Content des

Content description are expected to tea approaches to teac is appropriately ord concept or skill intreextended at later years.

Additional content (teaching programs. into account learnir

The additional cont

Achievemen

From Pre-primary to that students shoul An achievement sta conceptual underst student is well-plac achievement.

Glossary

A glossary is provid concepts included i

<u>Principles</u>

Teaching

<u>Assessing</u>

Policy

Resources

