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School Curriculum
and Standards
Authority

The Authority

Kindergarten to Year 10

Years 11 and 12

Student

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[Aboriginal Languages and Torres Strait Islander Languages Framework](#)
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Organisation

Overview

Rationale

Aims

Organisation

Student Diversity

Ways of Teaching

Ways of Teaching Video

Ways of Assessing

General Capabilities

Cross-Curriculum Priorities

Glossary

Aboriginal Languages and Torres

 Strait Islander Languages Scope and Sequence

 Arabic Scope and Sequence


 Hindi Scope and Sequence

 Korean Scope and Sequence

 Modern Greek Scope and Sequence

 Spanish Scope and Sequence

 Turkish Scope and Sequence

 Vietnamese Scope and Sequence

Content Structure

The Languages learning areas are French: Second Language, Italian: Second Language, Japanese: Second Language, Spanish: Second Language, and Vietnamese: Second Language.

The Languages curriculum is designed to be taught in at least 100 schools do not have the capacity to teach a minimum of 100 hours in 2019, Year 5 in 2020.

In Years 9 and 10 the curriculum is designed to be taught in at least 100 schools do not have the capacity to teach a minimum of 100 hours in 2019, Year 5 in 2020.

Each of the six Languages learning areas is designed to be taught in at least 100 schools do not have the capacity to teach a minimum of 100 hours in 2019, Year 5 in 2020. Communicating and aspects of language use for different purposes and aspects of language use for different purposes and oneself as a communicator.

Within each strand, the dimensions of language use for different purposes and language use for different purposes and each strand will differ.

Communicating

The Communicating



 Overview ABL TSIL Framework



 Overview Auslan

 Overview Classical Languages Framework

 ABL Scootle Resources

 ABL Additional Resources

 Languages Assessment Activities Template 

 Teaching and Learning Outline Template 

[◀ Return to Australian Curriculum Languages](#)

to interpret, create in different context purposes.

- *Socialising*

The content focuses on opinions, experiences negotiating, deciding

- *Informing*

The content develops through a range of knowledge.

- *Creating*

The content focuses on participating in, representing drama and music.

- *Translating*

The content focuses on cultures orally and these to others.

- *Reflecting*

The content focuses on intercultural exchange interaction shapes

The Communicating
reading, and writing

- interacting and ir
- interacting and c

and incorporates di

Understanding

The Understanding
language and cultu
intercultural exchar

- *Systems of langu*

The content focuse
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- *Language variati*

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time and place.

- *The role of langu*

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integration of conte

Content des

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Glossary

A glossary is provid
concepts included i

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