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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](#)
[Aboriginal Languages and Torres Strait Islander Languages Framework:](#)
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Ways of Teaching

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

The 'ways of teaching' are consistent across the years of previous years.

The 'ways of teaching' are consistent across the years of previous years. *Western Australian* (<http://k10outline.s>) and class environment learning. The principles of practice.

The Languages learning outcomes are consistent across the years of previous years. Language, French: Second Language, | content is presented in a way that supports Understanding. The target language to be used in students analysing and interpreting and showing understanding of their language use.

Through learning a second language the students will develop an understanding of their language use.

Languages



 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](#)

In Languages students develop their understanding of Systems of language and culture. The success of the aim that they engage in intercultural communication but are integrated in different contexts. The relationship and for different students

To support students in language programs in Languages

- the prior knowledge learning
- in the early years activities
- the sub strands v incorporated and
- opportunities are and to reflect on
- the target language in comprehending

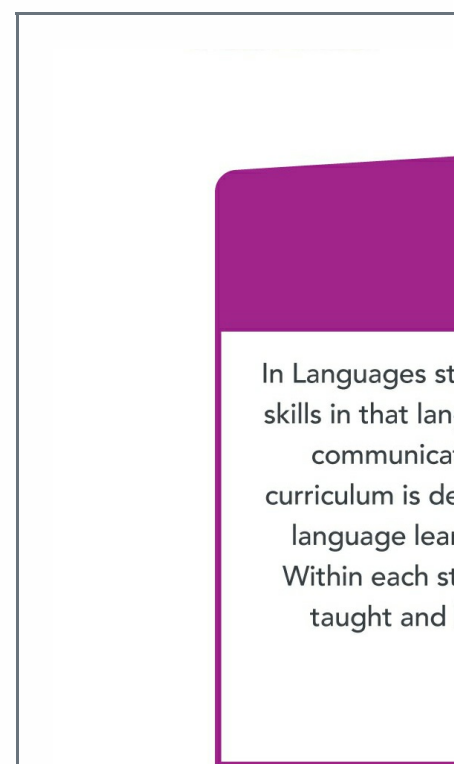
To engage students which:

- draw on students materials to create is spoken

- use a wide range of websites, tickets, and resources
- involve students in real-life situations and imaginative role-play
- involve students' own experiences and the local community
- provide opportunities for students to use the language they are learning
- use new and emerging technologies and to facilitate communication in the target language
- include current affairs and issues that interest young people in the target language

Figure 1 is a visual representation of the above information.

For information on the current state of language experiences in Languages, see the following link:



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in
b

Chi
Second



CLASSROOM
INSTRUCTIONS &
STUDENT
RESPONSES &
INTERACTIONS
IN THE TARGET
LANGUAGE

Figure 1:" Ways o

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