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School Curriculum  
and Standards  
Authority

The Authority

Kindergarten to Year 10

Years 11 and 12

Student

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# Organisation

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## 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

 Overview ABL TSIL Framework

 Overview Auslan

 Overview Classical Languages Framework

## Content Structure

The Languages Learning Progression for French: Second Language, Italian: Second Language, and Japanese: Second Language

The Languages curriculum program, in at least some schools do not have the capacity to teach a minimum of 10 languages in 2019, Year 5 in 2020 and Year 6 in 2021

In Years 9 and 10 the program will be delivered in a range of ways

Each of the six Language Learning Progressions will focus on Communicating and Understanding aspects of language and Learning about language as a community member. The program will focus on understanding oneself as a community member and the role of language in that community.

Within each strand, the program will focus on the dimensions of language use in each strand and sub-strand. The program will focus on language use for different purposes and in different contexts. Each strand will differ in the way it is delivered.



## Communicating



The Communicating strand focuses on the ability to interpret, create and use language in different contexts. The program will focus on the ability to use language in different contexts and the role of language in that community.

amework

 ABL Scootle Resources

 ABL Additional Resources

 Languages Assessment Activities  
Template 

 Teaching and Learning Outline Te  
mplate 

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Curriculum Languages](#)

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, res  
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 culture intercultural exchange

- *Systems of language*

The content focuses on the language system, including s

- *Language variation*

The content focuses on how language varies in use (register, time and place).

- *The role of language*

The content focuses on language and culture in the e

## Year level de

Year level descriptions with core content by an interrelated nature integration of conte

## Content des

Content descriptions are expected to teach approaches to teaching that is appropriately ordered to introduce a concept or skill in a way that is extended at later years.

Additional content descriptions are provided for teaching programs. These should take into account learning needs of students.

The additional content descriptions are provided for teaching programs.

## Achievement

From Pre-primary to Year 10, students should demonstrate achievement in the content descriptions. An achievement standard is a statement of the conceptual understanding and skills that a student is well-placed to demonstrate at a particular level of achievement.

## Glossary

A glossary is provided to define the key concepts included in the content descriptions.

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