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School Curriculum
and Standards
Authority

The Authority

Kindergarten to Year 10

Years 11 and 12

Student

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Student Diversity

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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

The School Curriculum a high-quality curriculum Western Australian

All students are entitled drawn from the We of the range of their interests and make the Western Australian and cross-curriculum diverse needs of students learning.

Students with

The Disability Discrimination Act 2005 require educational institutions to provide students with disabilities without disability.



Many students with commensurate with the way in which their learning.



In some cases, curriculum opportunities for students Australian Curriculum levels along the Pre capabilities learning

 Overview Classical Languages Framework

 ABL Scootle Resources

 ABL Additional Resources

 Languages Assessment Activities Template 

 Teaching and Learning Outline Template 

[◀ Return to Australian Curriculum Languages](#)

capability to adjust

Teachers may also
disability to ensure
appropriately meas

English as ar

Students for whom
Western Australian
language learning a
languages. While m
numeracy) skills in
English, there are a
language, and have

The Western Austr
understandings of l
languages students
students' distinctiv
developed by both
experience. These
they bring to the le
area within the sch

While the Western
learning of languag
students' more gen
and holistic approa
capabilities in know
communicative and

In various kinds of literacy (e.g., through the medium of a second language). These processes develop at least two of their conceptual de-

Aboriginal and Torres Strait Islander literacy to their children on establishing literacy in their language and Torres Strait Islander language. Although these languages are designed to have a fundamental value in the development of bilingual literacy of children, they also contribute to impro-

While the aims of the curriculum for students, EAL/D students learning a new language and literacy skills, students may require additional support that addresses their language needs. This may need additional time in formal settings.

Gifted and talented

Teachers can use the curriculum to support individual learning and development.

Teachers can enrich the curriculum to support

with learning area c
content description
learning continua (c
thinking capability)
also accelerate stud
Western Australian
teaching and learni

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