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School Curriculum
and Standards
Authority

The Authority

Kindergarten to Year 10

Years 11 and 12

Student

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General Capabilities

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Overview

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Student Diversity

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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 general capabilities and dispositions that will be developed through the program for the Languages are identified within the scope and sequence documents.

Literacy

Students become literate in their first language and are able to interpret and use language in a variety of contexts. Literacy skills developed in school and for particular contexts include listening to, reading and writing digital texts, and using technology in a variety of contexts.

In the Languages, Literacy skills are developed and transferable across language learners, and support to develop literacy skills includes:

- developing an ability to understand and use language in a variety of contexts
- mastering of grammar and syntax
- developing semantic and pragmatic skills



Numeracy



Students become numerate in their first language and are able to use mathematics confidently in a variety of contexts. Numeracy skills developed in school and for particular contexts include:

 [Overview Classical Languages Framework](#)

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 [ABL Additional Resources](#)

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 [Teaching and Learning Outline Template](#) 

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mathematics in the mathematical know

In the Languages, I use and understand number, time and s

Information capability

Students develop IC appropriately to acc problems; and work beyond school. ICT technologies availa technologies evolve environment.

Each Languages su communication tec digital media contri as well as linguistic

Critical and c

Students develop c generate and evalu consider alternative to activities that req behaviours and disp

innovation in all lea

In the Languages, a
backgrounds and a
compare, and analy
critical thinking skill

Personal and

Students develop p
themselves and oth
effectively. The per
practices including
and understanding
decisions; working
constructively.

This involves under
social and interculti
people view and ex
collaborative and re
competence.

In the Languages, l
being open-minded
different ways are l
effectively in an ad
backgrounds involv
cultural situations;

Ethical unde

Across the Western as they identify and principles and unde understanding invo ethical outlook that develop an awaren others.

In the Languages, s interactions with ot acting in the world. ethical points of vie

Intercultura

Students develop ir cultures, languages personal, group and nature of culture. T with diverse culture connections with ot

In the Languages, c is integral to comm citizenship and lifel preconceptions, ass culture(s) to their le Learning to move b to language learnin capability. By learn

reflect on things pro
and cultural practic
begin to see the co
in using language.

Learning a new lang
enriching and cumu
repertoire, providin
Students come to r
of different languag
knowledge, underst
culture(s). They rea
determined by wha
language and cultu

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