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School Curriculum
and Standards
Authority

The Authority

Kindergarten to Year 10

Years 11 and 12

Student

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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' have changed across the years of previous years.

The 'ways of teaching' in *Western Australian* (<http://k10outline.s>) and class environment learning. The principles practice.

The Languages lear
Language, French:
Second Language, |
content is presente
Understanding. The
target language to
to communicate in
students analysing
interpreting and sh

Through learning a second language the 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 subject has the aim that they engage in intercultural communication but are integrated in real contexts. The relationship between language and for different students

To support students in language programs in Languages

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

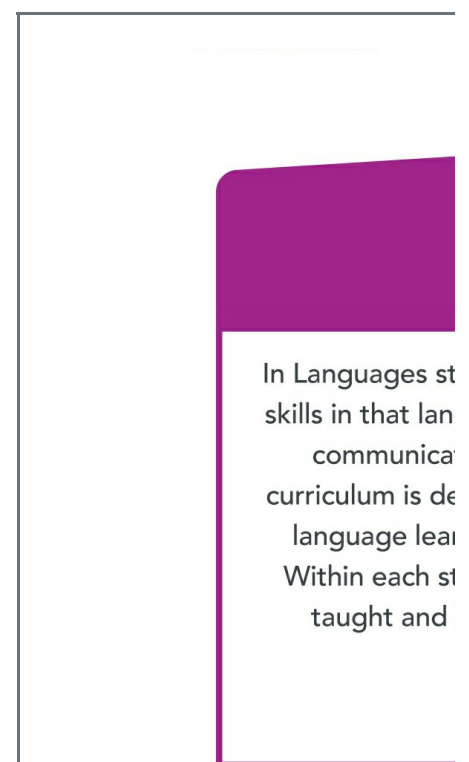
To engage students in which:

- draw on students' own materials to create what is spoken

- use a wide range of resources, websites, tickets, etc.
- involve students in real and imaginative contexts
- involve students' own experiences and the wider community
- provide opportunities for using the language they are learning
- use new and emerging technologies and to facilitate communication in the language
- include current affairs and issues that interest young people in the community

Figure 1 is a visual representation of the above.

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



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Second



CLASSROOM
INSTRUCTIONS &
STUDENT
RESPONSES &
INTERACTIONS
IN THE TARGET
LANGUAGE

Figure 1:" Ways o

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