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School Curriculum
and Standards
Authority

The Authority

Kindergarten to Year 10

Years 11 and 12

Student

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[Home](#)

[Principles](#) ▾

[Teaching](#) ▾

[Assessing](#) ▾

[Policy](#) ▾

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You are here > [K-10 Outline](#) > [Teaching](#) > [Western Australian Curriculum Languages Overview](#) > [Student Diversity](#)

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 is a high-quality curriculum for Western Australian

All students are entitled to be 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 requires educational institutions to provide students with disabilities without disability.

Many students with commensurate with the way in which they learn 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' distinctive developed by both experience. These i 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 their language). These pupils develop at least two literacy skills and their conceptual development.

Aboriginal and Torres Strait Islander literacy to their children on establishing literacy and Torres Strait Islander language. Although literacy in these languages are designed to have fundamental value in the development of bilingual literacy of children and contribute to improve their literacy skills.

While the aims of the curriculum for students, EAL/D students learn a new language and literacy skills. Students may require additional support to address their language needs and 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 (e
thinking capability)
also accelerate stud
Western Australian
teaching and learni

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Assessing

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