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School Curriculum  
and Standards  
Authority

The Authority

Kindergarten to Year 10

Years 11 and 12

Student

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[Teaching](#) ▾

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You are here > [K-10 Outline](#) > [Teaching](#) > [Western Australian Curriculum 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 Sequen  
ce



Spanish Scope and Sequence



Turkish Scope and Sequence



Vietnamese Scope and Sequenc  
e



Overview ABL TSIL Framework



Overview Auslan

The School Curriculum  
a high-quality curric  
Western Australian

All students are ent  
drawn from the We  
of the range of thei  
interests and make  
the Western Austra  
and cross-curriculum  
diverse needs of st  
learning.

## Students with

The Disability Discr  
2005 require educa  
students with disab  
without disability.

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

In some cases, curr  
opportunities for st  
Australian Curricul  
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 people 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 literacy is regarded as concordant with the language. Although literacy languages are designed to have a fundamental value in the bilingual literacy of the community contribute to improve literacy skills.

While the aims of the literacy program for students, EAL/D students, new language and literacy students may require additional addresses their language need additional time in formal settings.

## Gifted and talented

Teachers can use the individual learning plan to identify and support gifted and talented students.

Teachers can enrich the learning experience of gifted and talented students by providing them with challenging tasks and projects.

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

Principles

Teaching

Assessing

Policy

Resources

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