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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

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Organisation

Student Diversity

Ways of Teaching

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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

The School Curriculum provides a high-quality curriculum for Western Australian

All students are entitled to be drawn from the full range 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 disability without disability.

Many students with disabilities commensurate with the way in which they learn their learning.

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



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**

capabilities learning capability to adjust

Teachers may also disability to ensure appropriately meas

English as ar

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

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

While the Western learning of language students' more gen and holistic approach 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 dimensions of their conceptual development.

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

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

Gifted and talented

Teachers can use the individual learning plan to identify and

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

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