English as an Additional Language or Dialect Teacher Resource

Annotated Content Descriptions | Humanities and Social Sciences (HASS)

Pre-primary to Year 10

IMPORTANT INFORMATION

The content of this resource is based on Australian Curriculum, Assessment and Reporting Authority (ACARA) materials downloaded from the Australian Curriculum website on 8 September 2015. ACARA does not endorse any changes that have been made to the Australian Curriculum.

Content

Introduction

This publication contains annotations that describe linguistic and cultural considerations implied by some HASS content descriptions. It also suggests teaching strategies to better enable EAL/D students to access the learning described in the HASS content descriptions. The annotated content descriptions for each of English, Mathematics, Science and HASS have been developed to advise teachers about areas of the curriculum that EAL/D students may find challenging and why, help teachers understand students' cultural and linguistic diversity and the ways this understanding can be used in the classroom and provide examples of teaching strategies supportive of EAL/D students.

The resource has been developed to:

- advise teachers about areas of the curriculum that EAL/D students may find challenging and why

- assist classroom teachers to identify where their EAL/D students are broadly positioned on a progression of English language learning

- help teachers understand students' cultural and linguistic diversity, and the ways this understanding can be used in the classroom

- provide examples of teaching strategies supportive of EAL/D students

- direct teachers to additional relevant and useful support for teaching EAL/D students.

Throughout the resource, English refers to Standard Australian English.

Annotated Content Descriptions | HASS
Pre-primary

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
Geography **People live in places** The globe as a <u>representation</u> of the Earth on which Australia and other familiar countries can be located (ACHGK001) L, N, CCT	The countries that are familiar to EAL/D students may be different to students born in Australia, depending on where they have lived.	Organise activities that are inclusive of the experiences of all students in the classroom.
The <u>representation</u> of familiar <u>places</u>, such as schools, parks and lakes on a pictorial map (ACHGK001) L, N, CCT	The places in a community which are familiar to students born in Australia may not be familiar to EAL/D students.	Organise activities that are inclusive of the experiences of all students in the classroom.
The <u>places</u> people live in and belong to (e.g. neighbourhood, suburb, town, rural locality), the familiar <u>features</u> in the <u>local</u> area and why <u>places</u> are important to people (e.g. provides basic <u>needs</u>) (ACHGK002) L, N, CCT	The places in a community which are familiar to students born in Australia may not be familiar to EAL/D students.	Organise activities that are inclusive of the experiences of all students in the classroom.
The reasons some <u>places</u> are special to people and how they can be looked after, including Aboriginal and Torres Strait Islander Peoples' places of <u>significance</u> (ACHGK004) L, CCT, PSC	Aboriginal and Torres Strait Islander students may bring knowledge about this topic to the classroom. It may or may not be appropriate to share, and they may feel shame in being singled out to share it.	Invite Aboriginal and Torres Strait Islander students, families and community members to contribute.
History **Personal and family histories** Who the people in their family are, where they were born and raised and showing how they are related to each other, using simple family trees (ACHHK001) L, CCT, PSC	Refugee EAL/D students may not have access to information about their families. In some Aboriginal and Torres Strait Islander communities, it may not be culturally acceptable to name and provide images of deceased family members.	Provide different visual representations of family; for example, the family tree structure may not be an adequate organiser for describing family.
The different structures of families and family groups today (e.g. nuclear, only child, large, single parent, extended, blended, adoptive parent, grandparent) and what they have in common (ACHHK002) L, CCT, PSC, IU	Family relationships are not described in the same way in all cultures. For example, in Aboriginal and Torres Strait Islander families 'aunty' has a broader definition than a sister-in-law of your mother or father; in other cultures your parents' cousins are your aunts and uncles.	Exercise sensitivity when discussing issues around family relationships. Some EAL/D students from refugee backgrounds may have experienced trauma involving the loss of loved ones or separation from family members.

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
		Differences should be noted but not seen as deficient. Explicitly teach the vocabulary of family, exploring its different meanings in different cultures.
How they, their family and friends commemorate past events that are important to them (e.g. birthdays, religious festivals, family reunions, community commemorations) (ACHHK003) L, CCT, PSC, IU	Talking about past events requires an understanding of the difference between present past tense forms in English. Some EAL/D students may not yet know how to use these tenses, especially with irregular verbs.	Provide scaffolds to Beginning and Emerging English language students, understanding that they will gain control over the 'simple' tenses; for example, *I **moved** to Perth*. Allow EAL/D students to 'tell' their stories using a series of pictures. Monitor EAL/D learner's progress on the English Language Progression in order to identify when it is appropriate to teach the correct use of more complex tenses.
How the stories of families and the past can be communicated and passed down from generation to generation (e.g. photographs, artefacts, books, oral histories, digital media, museums) and how the stories may differ, depending on who is telling them (ACHHK004) L, ICT, CCT, PSC, IU	Family relationships and roles are not described in the same way in all cultures. English words themselves often contain the concept being taught, and so language and the content are often effectively taught in conjunction with one another.	Find out the names of family members and structures in the languages of the EAL/D students in the classroom. Allow EAL/D students to 'tell' their stories using a series of pictures.
Questioning and researching Identify prior knowledge about a topic (e.g. shared discussion, think–pair–share) L, N, CCT Pose and respond to questions about the familiar L, CCT Explore a range of sources (e.g. observations, interviews, photographs, print texts, digital sources) L, ICT, CCT Sort and record information and/or data into simple categories (e.g. use graphic organisers, drawings) L, N, CCT	Even 'everyday' vocabulary needs to be taught explicitly. EAL/D students often don't know the English vocabulary for everyday home and family items because they use their mother tongue in these contexts. English questions are formed in many ways and can be challenging for many EAL/D students. For example, questions can be formed by changing word order (Is it cold?) or by using question words (Does it feel cold? How cold does it feel?). NB: the verb 'feel' does not take the third person 's' in the question, but it does in the answer (i.e. It feels cold). This will be very difficult for students in the Beginning and Emerging phases of English language learning.	Build visual word banks for everyday vocabulary. Use concrete 'realia'. Items in the classroom can be labelled; for example, a labelled display of photographs and objects from home. Carefully monitor the questioning of EAL/D students, and explicitly teach English question forms with models of the structure of questions required for the chosen activity. Focus on questions that simply change word order. 'Is it new?' is recommended for students in the Beginning and Emerging phases.

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
Analysing Process information and/or data collected (e.g. sequence familiar events, answer questions, discuss observations) L, N, CCT Explore points of view (e.g. understand that their point of view may differ from others) L, IU, CCT Represent information gathered in different formats (e.g. drawings, diagrams, story maps, role-plays) L, ICT, CCT	Historical views are reliant on perspective, and it is important not to assume prior knowledge. Teachers may be building on an alternative version of the events being studied, or a total lack of knowledge of the events.	Build shared understandings to help students process new information and/or data. Also Provide concrete reference points to support students' English language throughout the topic under study.
Evaluating Draw conclusions based on discussions of observations (e.g. answer questions, contribute to guided discussions) L, CCT, PSC Participate in decision-making processes (e.g. engage in group discussions, make shared decisions) L, CCT, PSC	Speaking in front of groups is challenging for EAL/D students who are in the Beginning and Emerging phases of their language learning progression.	Provide opportunities to discuss in small groups.
Communicating and reflecting Share observations and ideas, using everyday language (e.g. oral retell, drawing, role-play) L, CCT, PSC Develop texts (e.g. retell, describe personal stories) L, CCT Reflect on learning (e.g. drawings, discussions) L, CCT, PSC	Retells require an understanding of the difference between present past tense forms in English. Some EAL/D students may not yet know how to use these tenses, especially with irregular verbs. As well as time words such as 'yesterday' and 'tomorrow', English uses tense in verbs to tell when in time something has happened – in the past, present or future. This is not true of all languages.	Provide scaffolds to Beginning and Emerging English language students, understanding that they will gain control over the 'simple' tenses; for example, I moved to Broome. Allow EAL/D students to 'tell' their stories using a series of pictures. Monitor EAL/D learner's progress on the English Language Progression in order to identify when it is appropriate to teach the correct use of more complex tenses. All EAL/D students will require additional explicit instruction in understanding the ways that verbs are changed to speak about the past, present and future, but it is a skill developed late in the EAL/D learning progression and is not fully mastered by native English speakers until the latter years of primary school.

Annotated Content Descriptions | HASS

Year 1

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
Geography **Places have distinctive features** The location of the equator and the northern and southern hemispheres, including the poles (ACHGK009) L, N, CCT	Some EAL/D students may have had limited exposure to global geography. Understanding abstract geographical concepts beyond their immediate concrete environment may also be difficult for some.	Find out what EAL/D students know and provide concrete reference points to support students' English language throughout the topic under study.
The natural, managed and constructed <u>features</u> of <u>places</u>, their location on a pictorial map, how they may <u>change</u> over time (e.g. erosion, revegetated areas, planted crops, new buildings) and how they can be cared for (ACHGK005) L, N, CCT	Subject-specific vocabulary is challenging because EAL/D students, especially those at the Beginning or Emerging phases of learning English, will have had limited exposure to these words.	Teach subject-specific vocabulary explicitly and in context. Use real objects and illustrated semantic webs/word trees to link new vocabulary to known words. Use illustrated glossaries and word walls so that vocabulary can be revisited.
How <u>weather</u> (e.g. rainfall, temperature, sunshine, wind) and seasons vary between <u>places</u>, and the terms used to describe them (ACHGK006) L, N, CCT, IU	EAL/D students have culturally specific experiences and knowledge that may give them alternative perspectives on issues and phenomena. Recognise that the concept of seasons based on day length and temperature may be beyond the experience of some EAL/D students from different environments.	Enable EAL/D students to share their knowledge and experiences. Create an inclusive space in the classroom for all students to demonstrate elements of their cultural knowledge of environmental changes and specialised knowledge about them.
The activities (e.g. retailing, recreational, farming, manufacturing, medical, policing, educational, religious) that take place in the <u>local community</u> which create its distinctive <u>features</u> (ACHGK007) L, CCT	All EAL/D students have cultural resources that give them alternative perspectives on the features and function of a community.	Organise activities that are inclusive of the experiences of all students in the classroom.
History **Present and past family life** Differences in family sizes, structures and roles today (e.g. work outside the home, domestic chores, child care), and how these have changed or remained the same over time (ACHHK028) L,CCT, PSC, IU	English words themselves often contain the concept being taught, and so language and the content are often effectively taught in conjunction with one another. Family relationships and roles are not described in the same way in all cultures.	For example, focusing on the meanings of the morphemes in **grand**- father, **grand**- mother helps to explain the meaning of the words. Find out the names of family members and structures in the languages of the EAL/D students in the classroom.

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
How the present, past and future are signified by terms indicating time (e.g. 'a long time ago'; 'then and now'; 'now and then'; 'old and new'; 'tomorrow') as well as by dates and changes that may have personal significance (e.g. birthdays, holidays, celebrations, seasons) (ACHHK029) L,N,CCT, PSC, IU	In English, we use tense in verbs, as well as time words, to tell when in time something has happened – in the past, present or future. This is not true of all languages. English has a complicated tense system, with several ways of talking about the past that are not interchangeable and are used to make fine distinctions of meaning. For example: *The little red hen* **baked** *the bread. The little red hen* **was baking** *the bread. The little red hen* **has baked** *the bread.* Control over all these tenses comes very late in the EAL/D learning progression.	Mainstream students have a growing control over the tense forms, but all EAL/D students will require additional explicit instruction in understanding the ways that verbs are changed to speak about the past, present and future. Explicitly build the vocabulary of terms.
The differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods (e.g. family traditions, leisure time, communications) and how daily lives have changed (ACHHK030) L,N,CCT, PSC, IU	Not all EAL/D students will have access to their family histories. Some notions, such as leisure, are particular to more affluent or Western traditions, and will need explaining.	Organise activities that are inclusive of the experiences of all students in the classroom.
Questioning and researching Reflect on current understanding of a topic (e.g. think–pair–share, brainstorm) L, N, CCT Pose questions about the familiar and unfamiliar L, CCT Locate information from a variety of provided sources (e.g. books, television, people, images, plans, internet) L, ICT, CCT Sort and record selected information and/or data (e.g. use graphic organisers, take keywords) L, CCT	EAL/D students may have limited access to resources that describe their own past (for example, refugee children). These activities require subject-specific vocabulary as well as 'familiar' vocabulary, and both categories require explicit teaching, as EAL/D students will not have had six or seven years of exposure to English vocabulary.	Provide activities that allow all children to participate regardless of their access to their past sources. Identify and teach the vocabulary that will be challenging for EAL/D students. For example, 'taken-for-granted' words from the past are not words that EAL/D students or their families will be familiar with; for example, jacks, elastics, and record player. History-specific words likely to be encountered include: the olden days, yesteryear.

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
Analysing Identify relevant information L Process information and/or data collected (e.g. sequence information or events, categorise information, combine information from different sources) L, N, CCT Explore points of view (e.g. understand that stories can be told from different perspectives) L, IU, CCT Represent collected information and/or data in to different formats (e.g. tables, maps, plans) L, N, CCT	The language of comparison in English includes the use of the comparative adjective forms. These include: adding '– er' to one- or two-syllable adjectives – This book is funnier, using 'more' for adjectives with three or more syllables – This book is more beautiful, as well as exceptions such as more fun not funner, and the irregular comparative adjectives such as better, not gooder.	For most native English speakers, this is intuitive knowledge that comes from a sense of what sounds right. EAL/D students are more efficiently taught this knowledge. Build charts of regular and irregular comparative adjectives for students to refer to.
Evaluating Draw conclusions based on information and/or data displayed in pictures, texts and maps (e.g. form categories, make generalisations based on patterns) L, CCT, PSC Participate in decision-making processes (e.g. engage in group discussions, make shared decisions, share views) L, CCT, PSC	Not all students, particularly EAL/D students, have a cultural past that allows an obvious comparison between the past and present (for example, children in remote Australia, or children from Afghanistan, Sudan).	Construct tasks that allow all students to share their experiences of how the past in their country differs from the present.
Communicating and reflecting Present findings in a range of communication forms, using relevant terms (e.g. written, oral, digital, role-play, graphic) L, ICT, CCT, PSC Develop texts, including narratives, that describes an event or place L, CCT Reflect on learning and respond to findings (e.g. discussing what they have learned) L, CCT, PSC	Speaking in front of groups is challenging for EAL/D students who are in the Beginning and Emerging phases of their language learning progression. Retells require a good control of the past tense forms in English. English has a complicated tense system, with several ways of talking about the past that are not interchangeable and are used to make fine distinctions of meaning. 'For example: When I was five my family moved to Esperance. We have lived here for twenty years.'	Provide opportunities to present in small groups. Use model texts to demonstrate and explain the steps in a type of text. Engage students in teacher-led joint construction of new types of texts. Provide guided writing outlines to support with text structure, vocabulary lists of common and necessary information (which students have time to study and research prior to the task), and support in using the technology needed to produce these texts.

Annotated Content Descriptions | HASS

Year 2

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
Geography **People are connected to many places** The location of the major geographical divisions of the world (e.g. continents, oceans) in relation to Australia (ACHGK009) L, N, CCT	Some EAL/D students may have had limited exposure to global geography. Understanding abstract geographical concepts beyond their immediate concrete environment may also be difficult.	Find out what EAL/D students know and provide concrete reference points to support students' English language throughout the topic under study.
Local features and places are given names, which have meaning to people, and these places can be defined on a variety of scales, including personal (e.g. home), local (e.g. street, suburb or town), regional (e.g. state) and national (e.g. country) (ACHGK010) L, N, CCT	The places in a community which are familiar to students born in Australia may not be familiar to EAL/D students. The European names of places in Australia may be different to the names given by Aboriginal and Torres Strait Islander Peoples.	Find out what EAL/D students know and invite them to share their knowledge, experiences and cultural artefacts, to build an inclusive space in the classroom.
The ways in which Aboriginal and Torres Strait Islander Peoples maintain connections to their Country/Place (ACHGK011) L, CCT, IU	Aboriginal and Torres Strait Islander students may bring a wealth of knowledge about this topic to the classroom. It may or may not be appropriate to share, and they may feel shame in being singled out to share it.	Invite Aboriginal and Torres Strait Islander students, families and community members to contribute.
The connections of people in Australia to other places in Australia, in the Asia region, and across the world (e.g. family connections, trade, travel, special events, natural disasters) (ACHGK012) L, N, CCT, IU	EAL/D students may bring different perspectives to these connections depending on where they are from.	Link learning to existing knowledge in the classroom. For example, students from Asia may have some awareness of the topic that can benefit other students in the class.
The influence of purpose (e.g. shopping, recreation), distance (e.g. location) and accessibility (e.g. technology, transport) on the frequency with which people visit places (ACHGK013) L, N, CCT	Some EAL/D students from refugee backgrounds may only now be experiencing technology after years in camps with no electricity.	It is important not to assume prior knowledge and experience. Ensure that activities cater to students who are not familiar with highly-developed urban societies.

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
History **The past in the present** The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past (ACHHK044) L, CCT, IU	EAL/D students, particularly new arrivals, may not have had experience with taken-for-granted environments. Prior knowledge should not be assumed, as EAL/D students may not have had the same cumulative exposure to the Western Australian Curriculum and Assessment Outline content as other students.	Build shared understandings prior to embarking on topics of study. Excursions, hands-on activities, guest speakers, images and artifacts in the classroom can all help to build shared knowledge, as well as provide concrete reference points to support students' English language throughout the topic under study.
The importance today of an historical site (e.g. community building, landmark, war memorial, rock painting, engraving) and why it has heritage significance and cultural value for present generations (e.g. a record of a significant historical event, aesthetic value, reflects the community's identity) (ACHHK045) L, CCT, IU	All EAL/D students have their own cultural resources, experiences and knowledge that may give them alternative perspectives on issues and topics.	Provide a range of hands-on experiences to collect information, including site visits and informal interviews. Scaffold students into research. For example, provide the texts they need to research, as well as note-taking frameworks, with links to where in the text they will find the information. Beginning and Emerging phase students may be able to retrieve information by using illustrations and locating words and phrases. Developing phase students could be supported to convert notes into full sentences, using models. Teachers should make active use of the resources in their own classrooms when exploring the world around them; for example, ethnic clubs and schools, temples.
The impact of changing technology on people's lives (e.g. at home, work, travel, communication, leisure, toys) and how the technology of the past differs from what is used today (ACHHK046) L, ICT, CCT, PSC, IU	Some EAL/D students from refugee backgrounds may only now be experiencing technology after years in camps with no electricity.	It is important not to assume prior knowledge and experience. Teach about technology in parts of Australia in the past to provide a shared base for discussion. Ensure that discussions are inclusive of wider experiences, beyond those of urban Australia.

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
Questioning and researching Reflect on current understanding of a topic (e.g. think–pair–share, brainstorm) L, N, CCT Pose questions about the familiar and unfamiliar L, CCT Locate information from a variety of provided <u>sources</u> (e.g. books, television, people, images, plans, internet) L, ICT, CCT Sort and record selected information and/or data (e.g. use graphic organisers, take keywords) L, CCT	In English, questions are formed in many ways and are quite challenging for EAL/D students. They can be formed by changing word order, for example, 'Are you from Australia?', or by using question words, for example, 'Do you have a brother or sister? How many brothers do you have?', as well as the 'wh' question words 'what, why, where, when, who'. Question forms such as 'How might its use have changed?' are particularly complex, and would be difficult for all EAL/D students to read, comprehend and to produce themselves without support. Understanding word origin provides EAL/D students with another tool for remembering and comprehending new vocabulary.	Teachers should monitor the language of EAL/D students when they pose questions, and explicitly teach English question forms appropriate to the language learning progression of the student. Rephrasing questions to simpler forms can allow Beginning and Emerging phase students the opportunity to access the content and share their knowledge. For example, 'How might its use have changed?' Can be rephrased as: 'Did your mum have a mobile phone when she was little?' 'Does your mum have a mobile phone now?' Look at the origins of words under study; for example, place names such as Cape Le Grande, Cape Leveque, and Perth.
Analysing Identify relevant information L Process information and/or data collected (e.g. sequence information or events, categorise information, combine information from different sources) L, N, CCT Explore points of view (e.g. understand that stories can be told from different <u>perspectives</u>) L, IU, CCT Represent collected information and/or data in to different formats (e.g. tables, maps, plans) L, N, CCT	The language of comparison in English includes the use of the comparative adjective forms. These include: adding '– er' to one- or two-syllable adjectives – This book is funnier, using 'more' for adjectives with three or more syllables – This book is more beautiful, as well as exceptions such as more fun not funner, and the irregular comparative adjectives such as better, not gooder.	For most native English speakers, this is intuitive knowledge that comes from a sense of what 'sounds right'. EAL/D students need to be explicitly taught this knowledge. Build charts of regular and irregular comparative adjectives for students to refer to.
Evaluating Draw conclusions based on information and/or data displayed in pictures, texts and maps (e.g. form categories, make generalisations based on patterns) L, CCT, PSC Participate in decision-making processes (e.g. engage in group discussions, make shared decisions, share views) L, CCT, PSC	Not all students, particularly EAL/D students, have a cultural past that allows an obvious comparison between the past and present; for example, children in remote Australia, or children from Afghanistan, Sudan.	Construct tasks that allow all students to share their experiences of how the past in their country differs from the present.

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
Communicating and reflecting Present findings in a range of communication forms, using relevant terms (e.g. written, oral, digital, role-play, graphic) L, ICT, CCT, PSC Develop texts, including <u>narratives</u>, that describes an event or place L, CCT Reflect on learning and respond to findings (e.g. discussing what they have learned) L, CCT, PSC	Retells require a good control of the past tense forms in English. English has a complicated tense system, with several ways of talking about the past that are not interchangeable and are used to make fine distinctions of meaning. For example, When I was five my family moved to Kalgoorlie. We have lived here for twenty years.	Use model texts to demonstrate and explain the steps in a type of text. Engage students in teacher-led joint construction of new types of texts. Provide guided writing outlines to support with text structure, vocabulary lists of common and necessary information (which students have time to study and research prior to the task), and support in using the technology needed to produce these texts.

Annotated Content Descriptions | HASS

Year 3

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
Civics and Citizenship **Communities** Communities make decisions in different ways and voting is a way that groups make decisions democratically (ACHCK001) L, CCT, PSC, EU, IU Who makes rules, why rules are important and the consequences of rules not being followed (ACHCK002) L, CCT, PSC, EU	Some EAL/D students may be from countries where there is no democracy or where there has been an ongoing struggle for democracy.	It is important not to assume prior knowledge and experience. Ensure that discussions are inclusive of wider experiences, beyond those of urban Australia.
Why people participate in community groups, such as a school or community project, and how students can actively participate and contribute to their local community (ACHCK003) L, CCT, PSC	Students' understandings and past experiences of community may be different to the Australian understanding of community.	Construct tasks that allow all students to share their experiences of how 'community' in their country compares to that in Australia.
Geography **Places are both similar and different** The location of Australian states, territories, capital cities and major regional centres of Western Australia and the location and identifying attributes of Australia's major natural features (e.g. rivers, deserts, rainforests, the Great Dividing Range, the Great Barrier Reef) (ACHGK014) L, N, CCT	Geographical areas that are familiar to students born in Australia may be different to those that are familiar to EAL/D students, depending on where they have lived.	Provide visual reference points, such as photos, drawings, charts and maps to support students' learning.
Language groups of Australia's Aboriginal and Torres Strait Islander Peoples divides their Country/Place and differs from the surveyed boundaries of Australian states and territories (ACHGK015) L, N,CCT, IU	Aboriginal and Torres Strait Islander students may bring a wealth of knowledge about this topic to the classroom. It may or may not be appropriate to share, and they may feel shame in being singled out to share it.	Invite Aboriginal and Torres Strait Islander students, families and community members to contribute.

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
The location of Australia's neighbouring countries and their diverse <u>natural characteristics</u> and <u>human characteristics</u> (ACHGK016) L, N,CCT, IU	EAL/D students may have knowledge about Australia's neighbouring countries that could bring great richness to these discussions if they are willing to share.	Students should be invited to contribute what they know to class discussions. If they are hesitant to talk, teachers can make reference to their understandings or frame information from their culture in positive ways. Parents and bilingual assistants are useful resources.
The difference between <u>climate</u> and <u>weather</u>, the main <u>climatic</u> <u>zones</u> of the world (e.g. equatorial, tropical, arid, temperate) and the similarities and differences between the climates of different <u>places</u> (ACHGK017) L, N,CCT, IU	Subject-specific vocabulary is challenging because EAL/D students, especially those at the Beginning or Emerging phases of learning English, will have had limited exposure to these words.	Teach subject-specific vocabulary explicitly and in context. Use real objects and illustrated semantic webs/word trees to link new vocabulary to known words. Use illustrated glossaries and word walls so that vocabulary can be revisited.
The similarities and differences between <u>places</u> in terms of their type of <u>settlement</u>, the diversity of people (e.g. age, birthplace, language, family composition), the lives of the people who live there, and feelings and perceptions about <u>places</u> (ACHGK019) L, N, CCT, PSC, IU	The language of feelings and thoughts is difficult for students in the Beginning and Emerging phases of language learning because it is abstract.	Explicitly teach the vocabulary of family, exploring its different meanings in different cultures. Allow students to express their understandings in their first language as a support. Bilingual assistants and family members can be beneficial.
History **Community and remembrance** **One** important example of <u>change</u> and **one** important example of <u>continuity</u> over time in the <u>local</u> <u>community</u>, <u>region</u> or state/territory (e.g. in relation to the areas of transport, work, education, natural and built environments, entertainment, daily life) (ACHHK061) L, CCT	Some EAL/D students from refugee backgrounds may only now be experiencing technology after years in camps with no electricity.	It is important not to assume prior knowledge and experience. Teach about technology in parts of Australia in the past to provide a shared base for discussion. Ensure that discussions are inclusive of wider experiences, beyond those of urban Australia.
The role that different cultural groups have played in the development and character of the <u>local</u> <u>community</u> (e.g. as reflected in architecture, commercial outlets, religious buildings), compared with <u>development</u> in another community (ACHHK062) L, CCT, PSC, IU	The EAL/D students in the classroom and their families are the local community, and their experiences should be part of exploring diversity and thus acknowledging diversity as normal and every day.	Parents are a valuable resource for sharing information in the classroom.

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
The historical origins and significance of the days and weeks celebrated or commemorated in Australia (e.g. Australia Day, ANZAC Day, National Sorry Day) and the importance of symbols and emblems (ACHHK063) L, CCT, IU	Historical views are reliant on perspective, and it is important not to assume prior knowledge. Teachers may be building on an alternative version of the events being studied, or a total lack of knowledge of the events. Abbreviations are used often in informative texts and are often assumed knowledge because of their use in the wider English speaking community. As EAL/D students have not had the same time exposure to English in Australia these may be unfamiliar to them.	Build shared understandings prior to embarking on topics of study. Excursions, hands-on activities, guest speakers, images and artifacts in the classroom can all help to build shared knowledge, as well as provide concrete reference points to support students' English language throughout the topic under study.
The historical origins and significance of celebrations and commemorations in other places around the world (e.g. Bastille Day in France, Independence Day in the USA; and those observed in Australia, such as Chinese New Year, Christmas Day, Diwali, Easter, Hanukkah, the Moon Festival, Ramadan) (ACHHK064) L, CCT, PSC, IU	EAL/D students will not always know the historical people and events that may be assumed knowledge.	Ensure that all students have a shared knowledge and understanding of different historical people and events. Include historical people and events that are familiar to the students in the classroom.
Questioning and researching Identify current understanding of a topic (e.g. brainstorm, KWL chart) L, N, CCT Develop a range of focus questions to investigate L, CCT Locate and collect information from a variety of sources (e.g. photographs, maps, books, interviews, internet) L, ICT, CCT Record selected information and/or data (e.g. use graphic organisers, develop note-taking strategies) L, CCT Recognise the ethical protocols that exist when gathering information and/or data (e.g. respecting others' work) L, PSC, EU	In English, questions are formed in many ways and are quite challenging for EAL/D students. For example, making a question requires the learner to change the position of the verb and the subject (*Can I?*) or else to use a question word (*Why did this happen?*). The auxiliary verb also takes on the tense as opposed to the main verb (for example, *X happened because … / Why did x happen?*). This complexity is not a feature of many other languages.	Teachers should monitor the language of EAL/D students when they pose questions, and explicitly teach English question forms.

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
Analysing Develop criteria for selecting relevant information (e.g. accuracy, reliability, usefulness) L, CCT Interpret information and/or data collected (e.g. sequence events in chronological order, identify <u>patterns</u> and <u>trends</u>, make connections between old and new information) L, N, CCT Identify different points of view/<u>perspectives</u> in information and/or data (e.g. distinguish fact from opinion, explore different stories on the same topic) L, IU, CCT Translate collected information and/or data into different formats (e.g. create a timeline, change data into a table and/or graph) L, N, CCT	The language of comparison in English includes the use of the comparative adjective forms. These include: adding '– er' to one- or two-syllable adjectives – This book is funnier, using 'more' for adjectives with three or more syllables – This book is more beautiful, as well as exceptions such as more fun not funner, and the irregular comparative adjectives such as better, not gooder.	For most native English speakers, this is intuitive knowledge that comes from a sense of what 'sounds right'. EAL/D students need to be explicitly taught this knowledge. Build charts of regular and irregular comparative adjectives for students to refer to.
Evaluating Draw conclusions and give explanations, based on the information and/or data displayed in texts, tables, graphs and maps (e.g. show similarities and differences) L, CCT, PSC Use decision-making processes (e.g. share views, recognise different points of view, identify issues, identify possible solutions, plan for action in groups) L, CCT, PSC, IU	Nominalisation is the changing of a verb (usually) into a noun (for example, *migrate – migration, settle – settlement*). This condenses text and removes the participants in most cases.	EAL/D students will need a significant amount of practice in both the unpacking of these nominalisations and their reproduction. Teach the endings that turn the verb into a noun (for example, '– ment', '– tion'). Build lists of these words in context.
Communicating and reflecting Present findings and conclusions in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic), appropriate to audience and purpose, using relevant terms L, ICT, CCT, PSC Develop texts, including <u>narratives</u> and biographies, that use researched facts, events and experiences L, CCT, PSC	Text structures shift subtly across the curriculum areas. For example, historical narratives require the creation of narratives based on researched facts, characters and events, which are very different from the imaginative narratives that the students will have been constructing in English. EAL/D students require significant support in understanding these differences.	Provide detailed support for the research of facts, characters and events. Provide clear structures and models for the target text. The writing cycle of deconstruction, joint construction and independent writing is a strong framework for EAL/D students.

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
Reflect on learning, identify new understandings and act on findings in different ways (e.g. complete a KWL chart, propose action in response to new knowledge) L, CCT, PSC		

Annotated Content Descriptions | HASS

Year 4

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
Civics and Citizenship **Government and society** The purpose of government and some familiar services provided by local government (e.g. libraries, health, arts, parks, environment and waste, pools and sporting facilities, pet management) (ACHCK011) L, CCT, PSC, EU The differences between 'rules' and 'laws' (ACHCK012) L, CCT, PSC, EU The importance and purpose of laws (e.g. to maintain social cohesion, to reflect society's values) (ACHCK013) L, CCT, PSC, EU People belong to diverse groups, such as cultural, religious and/or social groups and this can shape identity (ACHCK014) L, CCT, PSC, EU, IU	EAL/D students have culturally specific experiences and knowledge that may give them alternative perspectives about governments, laws and social groups. Some EAL/D students maybe from countries where there has been longstanding political unrest, war, and from which they may have had to seek asylum based on political, cultural or religious grounds.	Find out about where EAL/D students in the classroom have come from and be sensitive to the effects of traumatic situations they may have previously experienced as a result of cultural, political or religious persecution. Bilingual assistants, where available, and parents are good sources of information and support.
Geography **The Earth's environment sustains all life** The main characteristics (e.g. climate, natural vegetation, landforms, native animals) of the continents of Africa and Europe, and the location of their major countries in relation to Australia (ACHGK020) L, N, CCT	Even 'everyday' vocabulary needs to be taught explicitly. EAL/D students often don't know the English vocabulary for everyday objects around them or common concepts (weather, vegetation, animals) because they use their mother tongue in these contexts.	Build visual word banks for vocabulary, remembering that visuals are also culturally loaded; for example, pictures of animals considered to be pets in Western culture may be pests, food sources or even unknown in other cultures.
The importance of environments to animals and people, and different views on how they can be protected (ACHGK022) L, CCT, PSC	EAL/D students have culturally specific experiences and knowledge that may enable them to bring developed knowledge about elements of this to the classroom.	Structure the program so that all students can contribute knowledge to the topic in a range of ways.
Aboriginal and Torres Strait Islander Peoples' ways of living were adapted to available resources and their connection to Country/Place has influenced their views on the sustainable use of these resources, before and after colonisation (ACHGK023) L, N, CCT, PSC, IU	Aboriginal and Torres Strait Islander students may bring a wealth of knowledge about this topic to the classroom. It may or may not be appropriate to share, and they may feel shame in being singled out to share it.	Invite Aboriginal and Torres Strait Islander students, families and community members to contribute.

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
The natural resources (e.g. water, timber, minerals) provided by the environment and different views on how they can be used sustainably (ACHGK024) L, CCT, PSC, EU	Many ways of understanding the world around us that are taken for granted in Australian classrooms, and that are assumed knowledge in the curriculum, are not universal understandings. For example, how people value and use natural resources in other countries or in remote regions of Australia may be very different compared with urban communities in Australia.	Learning about the different experiences and expectations of the EAL/D students in the classroom will help to close knowledge gaps for the entire class.
History **First contacts** The diversity and longevity of Australia's first peoples and the ways they are connected to Country/Place (e.g. land, sea, waterways, skies) and their pre-contact ways of life (ACHHK077) L, CCT, IU	Aboriginal and Torres Strait Islander students may bring developed knowledge about elements of Country/Place to the classroom.	Invite students to contribute what they know to class discussions. If they are hesitant to talk, make reference to their understandings or frame information from their culture in positive ways.
The journey(s) of **at least one** world navigator, explorer or trader up to the late 18th century (e.g. Christopher Columbus, Vasco da Gama, Ferdinand Magellan), including their contacts and exchanges with societies in Africa, the Americas, Asia and Oceania, and the impact on **one** society (ACHHK078) L, N, CCT, IU	All EAL/D students bring cultural knowledge and experience to the classroom, which should be used in everyday teaching to build esteem and belonging.	Consider the countries of origin of the students in the classroom when planning which explorer to study.
Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival (e.g. treatment of convicts, daily lives, social order) (ACHHK079) L, CCT, IU	Many EAL/D students will not have had exposure to the colonial history of Australia and will not be familiar with many icons and understandings that may be assumed knowledge for students their age.	Consider the countries of origin of the students in the classroom when planning which explorer to study.
The nature of contact between Aboriginal and/or Torres Strait Islander Peoples and others (e.g. the Macassans, Europeans) and the impact that these interactions and colonisation had on the environment and people's lives (e.g. dispossession, dislocation, the loss of lives through conflict, disease, loss of food sources and medicines) (ACHHK080] L, CCT, IU	Indigenous students may be distressed when discussing the treatment of Australia's indigenous people, as it is has been inimical towards them. All students should be aware that there are different perspectives on Australia's history.	It is important that different perspectives are treated with respect and that alternative explanations are not dealt with in a tokenistic way. Exercise sensitivity when dealing with topics while teaching them about the actual processes and changes that occurred.

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
Questioning and researching Identify current understanding of a topic (e.g. brainstorm, KWL chart) L, N, CCT Develop a range of focus questions to investigate L, CCT Locate and collect information from a variety of sources (e.g. photographs, maps, books, interviews, internet) L, ICT, CCT Record selected information and/or data (e.g. use graphic organisers, develop note-taking strategies) L, CCT Recognise the ethical protocols that exist when gathering information and/or data (e.g. respecting others' work) L, PSC, EU	Researching requires advanced reading skills that will be beyond EAL/D students in the Beginning and Emerging phases of language learning. EAL/D students in the later phases will still be working through the reading skills required for inferring and tracking.	Give specific support to students in the Beginning and Emerging phases of English language learning beginning by looking for key words and dates. Provide students in the Developing and Consolidating phases of English language learning with study guides, which scaffold them through paragraphs in the text under research and guide them to look for specific information in each paragraph.
Analysing Develop criteria for selecting relevant information (e.g. accuracy, reliability, usefulness) L, CCT Interpret information and/or data collected (e.g. sequence events in chronological order, identify patterns and trends, make connections between old and new information) L, N, CCT Identify different points of view/perspectives in information and/or data (e.g. distinguish fact from opinion, explore different stories on the same topic) L, IU, CCT Translate collected information and/or data into different formats (e.g. create a timeline, change data into a table and/or graph) L, N, CCT	By this year level, English in texts is becoming more abstract and difficult for EAL/D students. The increasing use of nominalisations is challenging for all EAL/D students, where processes are turned into abstract nouns; for example, navigate – navigation.	For students in the Beginning and Emerging phases of English language learning words such texts in more concrete terms, supported by visuals. For students in the Developing and Consolidating phases of English language learning unpack the nominalisations, and give them practice in forming them.

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
Evaluating Draw conclusions and give explanations, based on the information and/or data displayed in texts, tables, graphs and maps (e.g. show similarities and differences) L, CCT, PSC Use decision-making processes (e.g. share views, recognise different points of view, identify issues, identify possible solutions, plan for action in groups) L, CCT, PSC, IU	The abstract language of evaluation is difficult for students in the Beginning and Emerging phases of language learning.	Allow students to express their understandings in their first language as a support. Bilingual assistants and family members can be beneficial.
Communicating and reflecting Present findings and conclusions in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic), appropriate to audience and purpose, using relevant terms L, ICT, CCT, PSC Develop texts, including narratives and biographies, that use researched facts, events and experiences L, CCT, PSC Reflect on learning, identify new understandings and act on findings in different ways (e.g. complete a KWL chart, propose action in response to new knowledge) L, CCT, PSC	Text structures shift subtly across the curriculum areas. For example, historical narratives require the creation of narratives based on researched facts, characters and events, which are very different from the imaginative narratives that students will have been constructing in English. EAL/D students require significant support in understanding these differences. HASS reports use different text structures and language features from other reports that students may have done; for example, scientific reports. Many EAL/D students will not have had a cumulative experience of the Western Australian Curriculum and Assessment Outline, and many of these multimodal forms may be unfamiliar to them.	Have a clear purpose for the writing, graphic presentation and speaking about the past that the class is asked to produce. Provide clear structures and models for the target text. The writing cycle of deconstruction, joint construction and independent writing is a strong framework for EAL/D students. Ensure that all students are familiar with the expectations of tasks, and provide models of texts.

Annotated Content Descriptions | HASS

Year 5

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
Civics and Citizenship **Roles, responsibilities and participation** The key values that underpin Australia's democracy including freedom, equality, fairness and justice (ACHCK022) L, CCT, PSC, EU The roles and responsibilities of electors (e.g. enrolling to vote, being informed) and representatives (e.g. representing their electorate's interests, participating in the parliamentary process) in Australia's democracy (ACHCK023) L, CCT, PSC, EU The key features of the electoral process in Australia, such as compulsory voting, secret ballots, preferential voting (ACHCK024) L, CCT, PSC, EU How regulations and laws affect the lives of citizens (e.g. the different types of laws, how laws protect human rights) (ACHCK025) L, CCT, PSC, EU, IU The roles and responsibilities of key personnel in law enforcement (e.g. customs officials, police) and in the legal system (e.g. lawyers, judges) (ACHCK026) L, CCT, PSC, EU Why people work in groups to achieve their aims and functions, and exercise influence, such as volunteers who work in community groups (e.g. rural fire services, emergency services, youth groups) (ACHCK027) L, CCT, PSC, EU, IU	Not all EAL/D students will have had the experiences that teachers may consider 'familiar'. Some EAL/D students may also from countries where there has been longstanding political unrest, war, and from which they may have had to seek asylum based on political, cultural or religious grounds. Subject-specific vocabulary is challenging because EAL/D students, especially those at the Beginning or Emerging phases of learning English, will have had limited exposure to these words. They also will not have had the prior knowledge to build upon when learning new concepts, and so special attention must be paid to vocabulary development in the classroom.	Find out about where EAL/D students in the classroom have come from and be sensitive to the effects of traumatic situations they may have previously experienced as a result of cultural, political or religious persecution. Bilingual assistants, where available, and parents are good sources of information and support. Teach subject-specific vocabulary explicitly and in context. Use real objects and illustrated semantic webs/word trees to link new vocabulary to known words. Use illustrated glossaries and word walls so that vocabulary can be revisited. Provide opportunities to revisit the vocabulary many times (for example, use of labelled concrete objects, labelled wall displays of the topic under study, personal word books where students can record new words, with accompanying visuals).

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
Economics and Business **Wants, resources and choices** The difference between <u>needs</u> and <u>wants</u>, and how they may differ between individuals (ACHEK001) L, CCT, EU <u>Resources</u> can be natural (e.g. oil), human (e.g. workers), or capital (e.g. machinery), and how these are used to make <u>goods</u> and <u>services</u> to satisfy the <u>needs</u> and <u>wants</u> of present and future generations (ACHEK002) L, CCT, EU Due to <u>scarcity</u>, <u>choices</u> need to be made about how limited <u>resources</u> are used (e.g. using the land to grow crops or to graze cattle) (ACHEK001) L, CCT, EU The factors that influence purchase decisions (e.g. age, gender, advertising, price) and how these decisions affect <u>resource</u> use (ACHEK003) L, CCT, PSC, EU Strategies for making informed <u>consumer</u> and financial decisions (e.g. budgeting, comparing prices, saving for the future) (ACHEK003) L, CCT, PSC, EU	Students from different cultures will have different perspectives as to the importance and use of different resources and what is a want and what is a need. For example, the perspectives of students from first world and third world countries may differ because a particular resource that is readily available in one country may be very scarce in another country.	Find out what EAL/D students already know and do not assume background knowledge when discussing these topics. Also exercise sensitivity when discussing these concepts. Differences should be noted but not seen as deficient.
Geography **Factors that shape the environmental characteristics of places** The main characteristics (e.g. <u>climate</u>, <u>natural</u> <u>vegetation</u>, <u>landforms</u>, native animals) of the continents of South America and North America, and the location of their major countries in relation to Australia (ACHGK026) L, N, CCT, IU	Even 'everyday' vocabulary needs to be taught explicitly. EAL/D students often don't know the English vocabulary for everyday objects around them or common concepts (weather, vegetation, animals) because they use their mother tongue in these contexts.	Build visual word banks for vocabulary, remembering that visuals are also culturally loaded; for example, pictures of animals considered to be pets in Western culture may be pests, food sources or even unknown in other cultures.
The way people alter the environmental characteristics of Australian <u>places</u> (e.g. vegetation clearance, fencing, urban development, drainage, irrigation, farming, forest plantations, mining) (ACHGK027) L, CCT, IU Natural <u>features</u> within <u>environments</u> influence particular human activities and the built <u>features</u> of <u>places</u> (ACHGK028) L, N, CCT, IU	EAL/D students, particularly Aboriginal and Torres Strait Islander students, may bring alternative perspectives to environmental changes and the use and treatment of the environment.	It is important that these perspectives are treated with respect and that alternative explanations are not dealt with in a tokenistic or native way. Allow students to retain their cultural beliefs while teaching them.

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
The impact of bushfires or floods on <u>environments</u> and communities, and how people can respond (ACHGK030) L, N, CCT, IU		
History **The Australian colonies** The economic, political and social reasons for establishing British colonies in Australia after 1800 (e.g. the establishment of penal colonies) (ACHHK093) L, CCT	Many EAL/D students will not have had exposure to the colonial history of Australia and will not be familiar with many icons and understandings that may be assumed knowledge for children their age.	Consider what knowledge is 'taken-for-granted' when teaching Australian history and ensure that all students have access to it.
The <u>patterns</u> of colonial <u>development</u> and <u>settlement</u> (e.g. geographical <u>features</u>, <u>climate</u>, water resources, transport, discovery of gold) and how this impacted upon the <u>environment</u> (e.g. introduced species) and the daily lives of the different inhabitants (e.g. convicts, free settlers, Aboriginal and Torres Strait Islander Peoples) (ACHHK094) L,CCT, IU	Indigenous students may find offence in the term 'settlement' in that it may be seen as inappropriate.	Ensure that all students have a shared knowledge and understanding of different historical people and events. Include historical people and events that are familiar to the students in the classroom.
The economic, social and political impact of **one** significant <u>development</u> or event on a colony and the potential outcomes created by 'what if…?'scenarios (e.g. frontier conflict; the gold rushes; the Eureka Stockade; the Pinjarra Massacre; the advent of rail; the expansion of farming; drought) (ACHHK095) L, CCT	EAL/D students have cultural resources that give them alternative perspectives on issues and phenomena, as well as experiences and knowledge.	Students should be invited to contribute what they know to class discussions. If they are hesitant to talk, teachers can make reference to their understandings or frame information from their culture in positive ways. Parents and bilingual assistants are useful resources.
The contribution or <u>significance</u> of **one** individual or group in shaping the Swan River Colony, including their motivations and actions (e.g. groups such as explorers, farmers, pastoralists, convicts or individuals such as James Stirling, John Septimus Roe, Thomas Peel) (ACHHK097) L, CCT	EAL/D students will not always know the historical people and events that may be assumed knowledge.	Ensure that all students have a shared knowledge and understanding of different historical people and events. Include historical people and events that are familiar to the students in the classroom.

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
Questioning and researching Identify current understandings, consider possible misconceptions and identify personal views on a topic (e.g. KWL chart, concept map) L, N, CCT Develop and refine a range of questions required to plan an inquiry L, CCT Locate and collect information and/or data from a range of appropriate primary sources and secondary sources (e.g. museums, media, library catalogues, interviews, internet) L, ICT, CCT Record selected information and/or data using a variety of methods (e.g. use graphic organisers, paraphrase, summarise) L, CCT Use ethical protocols when gathering information and/or data (e.g. acknowledge the work of others, reference work appropriately, obtain permission to use photographs and interviews) L, PSC, EU	EAL/D students come into the school and the curriculum at all ages and may be at any phase in their English language learning journey. They may not have the English language skills or the long-term cumulative exposure to the Western Australian Curriculum and Assessment Outline to enable them to independently read texts and to also compare them.	Allow EAL/D students to engage with this task in ways commensurate with their language learning progression. Some will be able to decode, others to analyse, and students who are consolidating their English language skills will be able to make comparisons between texts when given criteria to guide their thinking.
Analysing Use criteria to determine the relevancy of information (e.g. consider accuracy, reliability, publication date, usefulness to the question) L, CCT Interpret information and/or data collected (e.g. sequence events in chronological order, identify cause and effect, make connections with prior knowledge) L, N, CCT Identify different points of view/perspectives in information and/or data (e.g. analyse language, identify motives) L, IU, CCT Translate collected information and/or data in to a variety of different formats (e.g. create a timeline, draw maps, convert a table of statistics into a graph) L, N, CCT	Identifying a point of view requires the student to be able to decode the text, then analyse the word choice and how this affects the reader/viewer/listener. EAL/D students will be able to engage with this task at different levels; some will be able to decode, others to analyse, and then the more able cohort will identify the positioning of the audience, although this will be a difficult task for most.	Explicitly identify the values present in similar texts and model how language choice conveys these values and attitudes.

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
Evaluating Draw and justify conclusions, and give explanations, based on the information and/or data in texts, tables, graphs and maps (e.g. identify patterns, infer relationships) L, CCT, PSC Use decision-making processes (e.g. share opinions and personal perspectives, consider different points of view, identify issues, develop possible solutions, plan for action, identify advantages and disadvantages of different options) L, CCT, PSC, IU	Using abstract language to reflect, evaluate and draw conclusions is more difficult for some EAL/D students.	Give students time to think, reflect and discuss in their first language before they decode into English. This will allow them to more accurately and comprehensively express their ideas.
Communicating and reflecting Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic, maps) and using subject-specific terminology and concepts L, ICT, CCT, PSC Develop a variety of texts, including narratives, descriptions, biographies and persuasive texts, based on information collected from source materials L, CCT, PSC Reflect on learning, identify new understandings and act on findings in different ways (e.g. suggest additional questions to be investigated, propose a course of action on an issue that is significant to them) L, CCT, PSC	Text structures shift subtly across the curriculum areas. For example, historical narratives require the creation of narratives based on researched facts, characters and events, which are very different from the imaginative narratives that the students will have been constructing in English. EAL/D students require significant support in understanding these differences. HASS reports use different text structures and language features from other reports that students may have done; for example, scientific reports.	Have a clear purpose for the writing, graphic presentation and speaking about the past that the class is asked to produce. Provide clear structures and models for the target text. The writing cycle of deconstruction, joint construction and independent writing is a strong framework for EAL/D students.

Annotated Content Descriptions | HASS

Year 6

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
Civics and Citizenship **Australia's system of government and citizenship** The key institutions of Australia's democratic system of government based on the Westminster system, including the monarchy, parliaments and courts (ACHCK035) L, CCT, PSC, EU The roles and responsibilities of the three levels of government, including the shared roles and responsibilities within Australia's federal system (ACHCK036) L, CCT, PSC, EU How laws are initiated and passed through the federal parliament (ACHCK037) L, CCT, PSC, EU Who can be an Australian citizen, the formal rights and responsibilities, and shared values of Australian citizenship (ACHCK038) L, CCT, PSC, EU, IU	EAL/D students have culturally specific experiences and knowledge that may give them alternative perspectives about governments, laws and social groups. Subject-specific vocabulary is challenging because EAL/D students, especially those at the Beginning or Emerging phases of learning English, will have had limited exposure to these words. They also will not have had the 'prior knowledge' to build upon when learning new concepts, and so special attention must be paid to vocabulary development in the classroom.	Consider what knowledge is 'taken-for-granted' when teaching Australian civics and citizenship and ensure that all students have access to it. Teach subject-specific vocabulary explicitly and in context. Use real objects and illustrated semantic webs/word trees to link new vocabulary to known words. Use illustrated glossaries and word walls so that vocabulary can be re-visited. Provide opportunities to revisit the vocabulary many times (for example, use of labelled concrete objects, labelled wall displays of the topic under study, personal word books where students can record new words, with accompanying visuals).
Economics and Business **Trade-offs and impacts of consumer and financial decisions** Choices about the use of resources result from the imbalance of limited resources and unlimited wants (i.e. the concept of scarcity) (ACHEK009) L, CCT, EU Decisions about the alternative use of resources result in the need to consider trade-offs (e.g. using the land to grow crops or to graze cattle) (ACHEK009) L, CCT, EU The impact consumer purchasing decisions can have on a family, the broader community (e.g. purchasing from the local growers' market or a supermarket chain) and the environment (e.g. pollution, waste) (ACHEK010) L, N, CCT, PSC, EU	Students from different cultures will have different perspectives as to the importance and use of different resources and what is a want and what is a need. For example, the perspectives of students from first world and third world countries may differ because a particular resource that is readily available in one country may be very scarce in another country. EAL/D students, particularly Aboriginal and Torres Strait Islander students, may bring alternative perspectives to the use and treatment of the environment and animals.	Find out what EAL/D students already know and do not assume background knowledge when discussing these topics. Also exercise sensitivity when discussing these concepts. Differences should be noted but not seen as deficient. It is important that these perspectives are treated with respect and that alternative explanations are not dealt with in a tokenistic or native way. Allow students to retain their cultural beliefs while teaching them.

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
Businesses provide goods and services in different ways (e.g. shopping centres, local markets, online stores, small independent stores, remote community stores) to earn revenue (ACHEK011) L, CCT, EU	Many ways of understanding the world around us that are taken for granted in Australian classrooms, and that are assumed knowledge in the curriculum, are not universal understandings. For example, consumerism may have had a lesser impact on the lives of people in other countries or in remote regions of Australia than those in urban communities in Australia.	Make active use of the cultural resources of EAL/D students when exploring science topics and acknowledge that 'daily lives' are different in every household and every country. Learning about the different expectations and experiences of the EAL/D students in the classroom will help to close knowledge gaps for the entire class.
Geography **A diverse and connected world** The location of the major countries of the Asia region in relation to Australia and the geographical diversity within the region (ACHGK031) L, N, CCT Differences in the economic characteristics (e.g. per capita income, energy consumption), demographic characteristics (e.g. population size, density) and social characteristics (e.g. life expectancy, education) of a selection of countries across the world (ACHGK032) L, N, CCT, IU The world's cultural diversity, including that of its indigenous peoples who live in different regions in the world, such as the Maori of Aotearoa (New Zealand), and the Orang Asli of Malaysia and Indonesia (ACHGK033) L, CCT, IU Australia's connections with countries (e.g. trade, migration, tourism, aid, education, defence, sport) and how these connections change people and places (ACHGK034;ACHGK035) L, CCT, IU	EAL/D students may bring developed knowledge about elements of this to the classroom, especially if they are from the countries that are the subject of study.	Students should be invited to contribute what they know to class discussions. If they are hesitant to talk, teachers can make reference to their understandings or frame information from their culture in positive ways.
History **Australia as a nation** Key figures (e.g. Henry Parkes, Edmund Barton, George Reid, John Quick), ideas and events (e.g. the Tenterfield Oration, the Corowa Conference, the referendums) that led to Australia's Federation and Constitution, including British and American influences on Australia's system	Many EAL/D students will not have had exposure to the colonial history of Australia and will not be familiar with icons or understandings that may be assumed knowledge for children their age.	Ensure a shared understanding of the topic under study, with brief reviews of required prior knowledge before embarking on new topics. Compare Australia's beginnings with those of other countries, particularly the home countries of EAL/D students in the classroom.

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
of law and government (e.g. Magna Carta, federalism, constitutional monarchy, the Westminster system, the Houses of Parliament) (ACHHK113) L, CCT, IU		
Experiences of Australia's democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islander Peoples, migrants, women and children (ACHHK114) L, CCT, EU, IU	Aboriginal and Torres Strait Islander students may have alternative perspectives on past historical events.	Exercise sensitivity when discussing these past events.
Stories of groups of people who migrated to Australia (including from **one** Asian country), the reasons they migrated (e.g. push–pull factors) and their contributions to society (ACHHK115) L, CCT, IU	EAL/D students will not always know the historical people and events that may be assumed knowledge.	Ensure that all students have a shared knowledge and understanding of different historical people and events. Include historical people and events that are familiar to the students in the classroom.
Questioning and researching Identify current understandings, consider possible misconceptions and identify personal views on a topic (e.g. KWL chart, concept map) L, N, CCT Develop and refine a range of questions required to plan an inquiry L, CCT Locate and collect information and/or data from a range of appropriate primary sources and secondary sources (e.g. museums, media, library catalogues, interviews, internet) L, ICT, CCT Record selected information and/or data using a variety of methods (e.g. use graphic organisers, paraphrase, summarise) L, CCT Use ethical protocols when gathering information and/or data (e.g. acknowledge the work of others, reference work appropriately, obtain permission to use photographs and interviews) L, PSC, EU	Vocabulary building is most important in this area. Nominalisation (the changing of a verb into a noun) is used widely in historical texts (*settle – settlement, invade – invasion*). These texts are difficult for EAL/D students to unpack and to reproduce. Forming a question requires the learner to change the position of the verb and the subject (Can I?) or else to use a question word (Why did this happen?). The auxiliary verb also takes on the tense of the question as opposed to the main verb (for example, X happened because … / Why did x happen?). Punctuation differs from language to language (for example, in Spanish, questions are indicated by using an inverted question mark at the beginning of the question and a standard question mark at the end).	Oral repetition of the words, continual aural and visual reinforcement of the words and their meanings, and simple explanations of the skills required are useful. Build lists of nominalised verbs in context and ensure that these are displayed around the room. Useful grammatical reinforcement can be given in the structure of question forms, question words, tense changes used in the interrogative and the use of the question mark. Also ensure students have information about how to locate and sort appropriate information.

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
Analysing Use criteria to determine the relevancy of information (e.g. consider accuracy, reliability, publication date, usefulness to the question) L, CCT Interpret information and/or data collected (e.g. sequence events in chronological order, identify cause and effect, make connections with prior knowledge) L, N, CCT Identify different points of view/perspectives in information and/or data (e.g. analyse language, identify motives) L, IU, CCT Translate collected information and/or data in to a variety of different formats (e.g. create a timeline, draw maps, convert a table of statistics into a graph) L, N, CCT	Students may not yet be proficient in analysing the veracity or appropriateness of sources. EAL/D students may not have a cumulative experience of the *Western Australian Curriculum and Assessment Outline* or schooling and may be unfamiliar with ways to locate information; including the use of the library (most developing countries do not have school libraries).	Provide study guides, including providing the names of suitable texts or online sites.
Evaluating Draw and justify conclusions, and give explanations, based on the information and/or data in texts, tables, graphs and maps (e.g. identify patterns, infer relationships) L, CCT, PSC Use decision-making processes (e.g. share opinions and personal perspectives, consider different points of view, identify issues, develop possible solutions, plan for action, identify advantages and disadvantages of different options) L, CCT, PSC, IU	Identifying a point of view requires the student to be able to decode the text, then analyse the word choice and how this affects the reader/viewer/listener. EAL/D students will be able to engage with this task at different levels; some will be able to decode, others to analyse, and then the more able cohort will identify the positioning of the audience, although this will be a difficult task for most.	Explicitly identify the values present in similar texts and model how language choice conveys these values and attitudes.

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
Communicating and reflecting Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic, maps) and using subject-specific terminology and concepts L, ICT, CCT, PSC Develop a variety of texts, including narratives, descriptions, biographies and persuasive texts, based on information collected from source materials L, CCT, PSC Reflect on learning, identify new understandings and act on findings in different ways (e.g. suggest additional questions to be investigated, propose a course of action on an issue that is significant to them) L, CCT, PSC	These text structures require particular elements that may not be familiar to EAL/D students. In addition, past tenses and the passive voice may be required. Oral presentations may also be particularly daunting for an EAL/D student. The student may be particularly conscious of their accent, and other students may find this a source of amusement, thus exacerbating the self-consciousness of the student. This is an area that requires particular sensitivity in many cases.	Explicitly model the text structure and language features required for the composition of these texts. Other areas of language to support are students' intonation (rise and fall of speech) and stress of particular words when they are speaking, so that they are more easily recognisable to the audience. For example, the word 'syllable' is stressed on the first syllable (**syll**able). An EAL/D student may just as easily say 'syll**a**ble' or 'sylla**ble**', thus making the word more difficult to comprehend.

Annotated Content Descriptions | HASS

Year 7

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
Civics and Citizenship **Designing our political and legal system** The purpose and value of the Australian Constitution (ACHCK047) L, CCT, PSC, EU The concept of the separation of powers between the legislature, executive and judiciary and how it seeks to prevent the excessive concentration of power (ACHCK048) L, CCT, PSC, EU The division of powers between state/territory and federal levels of government in Australia (ACHCK048) L, CCT, PSC, EU The different roles of the House of Representatives and the Senate in Australia's bicameral parliament (ACHCK048) L, CCT, PSC, EU	Shared experiences are an effective way of ensuring that all students start with the same content knowledge. As students move through the year levels, the academic language encountered becomes increasingly abstract and complex, including the use of increasingly technical vocabulary. Size of vocabulary is one of the best predictors of literacy success. EAL/D students will not have had the same seven or eight years of exposure to English vocabulary that teachers might expect of other students, nor the same 'prior knowledge' to build upon, and so special attention must be paid to vocabulary development in the classroom. For example, words such as 'parliament' and 'judiciary' would not be familiar to EAL/D students and would not have been encountered in other learning areas.	Unpack multi-morphemic vocabulary to assist students to understand the meanings of the words. Scan texts prior to handing them out to students and pre-teach potentially confusing language (for example, notice words that perform unusual functions in the text). Provide opportunities to revisit the vocabulary many times (for example, use of labelled concrete objects, labelled wall displays of the topic under study, personal word books where students can record new words, with accompanying visuals).
The process for constitutional change through a referendum and examples of attempts to change the Australian Constitution by referendum, such as the successful vote on the *Constitution Alteration (Aboriginals) 1967* or the unsuccessful vote on the *Constitution Alteration (Establishment of Republic) 1999* (ACHCK049) L, CCT, PSC, EU	Indigenous students may be distressed when discussing the treatment of Australia's indigenous people in Australia's Constitution, as it is has been inimical towards them. All students should be aware that there are different perspectives on Australia's history. Subject-specific vocabulary is challenging because EAL/D students, especially those at the Beginning or Emerging phases of learning English, will have had limited exposure to these words. They also will not have had the 'prior knowledge' to build upon when learning new concepts, and so special attention must be paid to vocabulary development in the classroom.	It is important that different perspectives are treated with respect and that alternative explanations are not dealt with in a tokenistic way. Exercise sensitivity when dealing with topics while teaching them about the actual processes and changes that occurred. Teach subject-specific vocabulary explicitly and in context. Use real objects and illustrated semantic webs/word trees to link new vocabulary to known words. Use illustrated glossaries and word walls so that vocabulary can be revisited. Provide opportunities to revisit the vocabulary many times (for example, use of labelled concrete objects, labelled wall displays of the topic under study, personal word

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
		books where students can record new words, with accompanying visuals).
How Australia's <u>legal system</u> aims to provide justice, including through the <u>rule of law</u>, <u>presumption of innocence</u>, <u>burden of proof</u>, right to a fair trial, and right to legal representation (ACHCK050) L, CCT, PSC, EU	EAL/D students have culturally specific experiences and knowledge that may give them alternative perspectives about governments, laws and social groups.	Consider what knowledge is 'taken-for-granted' when teaching Australian Civics and Citizenship and ensure that all students have access to it. Find out about where EAL/D students in the classroom have come from and be sensitive to the effects of traumatic situations they may have previously experienced as a result of cultural, political or religious persecution. Bilingual assistants, where available, and parents are good sources of information and support.
How <u>citizens</u> participate in providing <u>justice</u> through their roles as witnesses and jurors (ACHCK050) L, CCT, PSC, EU	In some cultures, community decisions are based upon beliefs of elders or tribal chiefs, and it is not expected that other community members will participate in making these decisions.	Learning about the different expectations and experiences of the EAL/D students in the classroom will help to close knowledge gaps for the entire class.
Economics and Business Producing and consuming How <u>consumers</u> rely on <u>businesses</u> to meet their <u>needs</u> and <u>wants</u> (ACHEK017) L, CCT, PSC, EU	Not all EAL/D students will have had the experiences that teachers may consider 'familiar'. Experiences that we may take for granted in Australian school, for example, going to a shopping centre or supermarket to buy goods, may not be an experience that EAL/D students are familiar with.	Ensure that teaching is built upon shared understandings by providing experiences in the classroom; for example, visiting a shopping centre or supermarket as a class. Enable EAL/D students to share their own knowledge and experiences. Create an inclusive space in the classroom for all students to demonstrate elements of their cultural knowledge of business and consumerism.
How businesses respond to the demands of <u>consumers</u> (e.g. responding to preference for healthy options, environmentally friendly products and packaging, organic food) (ACHEK017) L, CCT, PSC, EU	EAL/D students have culturally specific experiences and knowledge that may give them alternative perspectives on consumer experiences. For example, EAL/D students from refugee camps may not be familiar with packaged foods and environmentally friendly products. Some students may be from areas where food is scarce and therefore options and choices about different types of food do not exist.	Learning about the different experiences and expectations of the EAL/D students in the classroom will help to close knowledge gaps for the entire class.

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
Why businesses might set a certain price for a product and how they might adjust the price according to demand (ACHEK017) L, CCT, PSC, EU Characteristics of entrepreneurs, including the behaviours and skills they bring to their businesses (e.g. establishing a shared vision; and demonstrating initiative, innovation and enterprise) (ACHEK019) L, CCT, PSC, EU	EAL/D students will not have had the same extensive exposure to English vocabulary as other students, nor the same prior knowledge to build upon and so special attention must be paid to vocabulary development in the classroom.	Teach words in context, as words and phrases take their meanings from the context of the sentences and texts they appear in. Provide word walls and allow students to use bilingual dictionaries to support their writing.
Why individuals work (e.g. earning an income, contributing to an individual's self-esteem, material and non-material living standards, happiness) (ACHEK020) L, CCT, PSC How people derive an income and alternative sources of income (e.g. owning a business, being a shareholder, owning a rental service) (ACHEK020) L, CCT, PSC The ways people who have retired from employment earn an income (e.g. age pension, superannuation, private savings) (ACHEK020) L, CCT, PSC	Many ways of understanding the world around us that are taken for granted in Australian classrooms, and that are assumed knowledge in the curriculum, are not universal understandings. For example, material and non-material living standards and ideas about work are country and culture specific. Some EAL/D students may be from families where there has been long term unemployment due to a lack of opportunities, dysfunctional economies, war etc. Other students may be from countries where there is a lack of choice and opportunity in regards to education and employment and people are forced into working full time in low paying manual labour jobs, even from young ages.	Make active use of the cultural resources of EAL/D students when exploring civics and citizenship topics and acknowledge that 'daily lives' are different in every household and every country. Frame these concepts in the context of urban Australia and acknowledge that the contexts around work and employment in other countries may be completely different. Learning about the different expectations and experiences of the EAL/D students in the classroom will also help to close knowledge gaps for the entire class.
Different types of work (e.g. full-time, part-time, casual, at home, paid, unpaid, volunteer) (ACHEK020) L, CCT, PSC	Common occupations in urban Australia may not be well known by some EAL/D students. Occupations that are common in their cultures may not be common in Australia and vice versa. Cultural and/or gender restrictions or stereotypes may also apply to certain types of work and/or occupations.	Explore similarities and the differences that exist between countries. Ensure that these discussions are sensitive to the cultural heritage of all students present.
Geography **Water in the world** The classification of environmental resources (renewable and non-renewable) (ACHGK037) L, N, CCT	Different cultures use different ways of classifying objects according to their needs.	Differing perspectives on grouping should be used as an instructional experience, rather than being viewed as deficient.

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
The quantity and variability of Australia's water resources compared with those in other continents (ACHGK039) L, N, CCT Water <u>scarcity</u> and what causes it, why it is a problem and ways of overcoming water <u>scarcity</u> (e.g. recycling, stormwater harvesting and reuse, desalination, <u>inter-regional transfer of water</u>, reducing water consumption) including studies drawn from Australia and West Asia and/or North Africa (ACHGK040) L, N, CCT, IU	When describing abstract concepts, EAL/D students may become lost in the information.	Use visuals, models and labelled diagrams to support students' understanding.
Place and liveability The factors that influence the decisions people make about where to live and their perceptions of the <u>liveability</u> of <u>places</u> (ACHGK043) L, N, CCT The influence of accessibility to services and facilities on the <u>liveability</u> of <u>places</u> (ACHGK044) L, N, CCT The influence of environmental quality on the <u>liveability</u> of <u>places</u> (ACHGK045) L, N, CCT The strategies used to enhance the <u>liveability</u> of <u>places</u>, especially for young people, including examples from Australia and Europe (ACHGK047) L, N, CCT, PSC, IU	EAL/D students may bring different perspectives to perceptions of liveability.	Allow students to express their own opinions and experiences about this topic.
History **The ancient world (Egypt, Greece, Rome, India, China)** Overview: The location of the <u>ancient</u> civilisations The timeframe of the <u>ancient</u> civilisations	EAL/D students may bring developed knowledge about elements of this to the classroom.	Students should be invited to contribute what they know to class discussions. If they are hesitant to talk, teachers can make reference to their understandings or frame information from their culture in positive ways.
Depth study 1: Investigating the ancient past How historians and archaeologists investigate history, including excavation and archival research (ACDSEH001) L, CCT	Some EAL/D students may have difficulty discerning reputable sources from non-reputable sources.	Provide clear guidelines for identifying reputable sources, as well as providing lists of reputable sources.
The range of <u>sources</u> that can be used in an historical investigation, including archaeological and written <u>sources</u> (ACDSEH029) L, CCT	Some EAL/D students may have difficulty discerning reputable sources from non-reputable sources.	Provide clear guidelines for identifying reputable sources, as well as providing lists of reputable sources.

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
The importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander Peoples (ACDSEH148) L, CCT, IU	Aboriginal and Torres Strait Islander students may bring a wealth of knowledge about this topic to the classroom. It may or may not be appropriate to share, and they may feel shame in being singled out to share it.	Invite Aboriginal and Torres Strait Islander students, families and community members to contribute.
Depth study 2: Investigating one ancient society (Greece, Egypt, Rome, India, China) The physical <u>features</u> and how they influenced the civilisation that developed there (ACDSEH002) (ACDSEH003) (ACDSEH004) (ACDSEH005) (ACDSEH006) L, CCT Roles of key groups in the <u>ancient</u> society, and the influence of <u>law</u> and religion (ACDSEH032) (ACDSEH035) (ACDSEH038) (ACDSEH041) (ACDSEH044) L, CCT, PSC, EU The significant beliefs, values and practices of the <u>ancient</u> society, with a particular emphasis on **one** of the following areas: everyday life, warfare, or death and funerary customs (ACDSEH033) (ACDSEH036) (ACDSEH039) (ACDSEH042) (ACDSEH045) L, CCT, EU, IU The role of a significant individual in the ancient society's history (ACDSEH129) (ACDSEH130) (ACDSEH131) (ACDSEH132) (ACDSEH133) L, CCT	EAL/D students may bring different perspectives to these events. Each culture views historical events differently depending on how it affected them.	Alternative views of history should be respected and explored as a learning point for all students.
Questioning and researching Identify current understandings to consider possible gaps and/or misconceptions, new knowledge needed and challenges to personal <u>perspectives</u> L, N, CCT Construct a range of questions, propositions and/or <u>hypotheses</u> L, CCT Use a variety of methods to collect relevant information and/or data from a range of appropriate <u>sources</u>, such as print, digital, audio, visual and <u>fieldwork</u> L, ICT, CCT	EAL/D students come into the curriculum at any phase in their English language learning journey. They may not have the English language skills to enable them to read, interpret and compare texts individually.	Ensure students have the skills to source information, building their capacity to locate and sort appropriate information.

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
Select the best method for recording selected information and/or data (e.g. graphic organisers, such as structured overviews for classifying; mind maps, for identifying relationships and overviews; fieldwork, which may require sketch drawings, a list of observable features and photographs) L, ICT, CCT Identify differences in terms of origin and purpose between primary sources (e.g. a cartoon, speech, artefact) and secondary sources (e.g. reference books, such as a dictionary or encyclopaedia) L, CCT Use appropriate ethical protocols to plan and conduct an inquiry (e.g. seek permission to use personal photos, seek permission when planning a visit to Aboriginal cultural land, use specific formats for acknowledging other people's information) L, PSC, EU, IU		
Analysing Use criteria to select relevant information and/or data such as accuracy, reliability, currency and usefulness to the question L, CCT Interpret information and/or data to identify key relationships and/or trends displayed in various formats (e.g. change over time in a series of images, identify spatial distributions from a map) L, N, CCT Identify points of view/perspectives, attitudes and/or values in information and/or data (e.g. from tables, statistics, graphs, models, cartoons, maps, timelines) L, N, IU, CCT Translate information and/or data from one format to another (e.g. from a table to a graph) L, N, IU, CCT Apply subject-specific skills and concepts in familiar and new situations L, CCT	Time is not seen as a linear construct in all cultures. Placing time on a line relevant to the birth of Jesus Christ is culturally constructed. Some students may not conceptualise time in this linear sense, others may have various points of reference or come from cultures with solar or luni-solar calendar backgrounds.	Ensure that all students are familiar with the expectations of tasks, and provide models of texts.

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
Evaluating Draw evidence-based conclusions by evaluating information and/or data to generate a range of alternatives and plan for action in response to contemporary events, challenges, developments, issues, problems and/or phenomena; make comparisons; evaluate costs (disadvantages) and benefits (advantages); and infer relationships L, N, CCT, PSC	Identifying a point of view requires the student to be able to decode the text, then analyse the word choice and how this affects the reader/viewer/listener. EAL/D students will be able to engage with this task at different levels; some will be able to decode, others to analyse, and then the more able cohort will identify the positioning of the audience, although this will be a difficult task for most.	Explicitly identify the values present in similar texts and model how language choice conveys these values and attitudes.
Communicating and reflecting Represent information and/or data using appropriate formats to suit audience and purpose (e.g. tables/graphs, visual displays, models, timelines, maps, other graphic organisers) L, ICT, CCT, PSC Develop texts, particularly descriptions and explanations, using appropriate subject-specific terminology and concepts that use evidence to support findings, conclusions and/or arguments, from a range of sources L, CCT, PSC Reflect on learning to review original understandings and/or determine actions in response to events, challenges, developments, issues, problems and/or phenomena L, CCT, PSC	These text structures require particular elements that may not be familiar to EAL/D students. In addition, past tenses and the passive voice may be required. Oral presentations may be particularly daunting for an EAL/D student. The student may be particularly conscious of their accent, and other students may find this a source of amusement, thus exacerbating the self-consciousness of the student. This is an area that requires particular sensitivity in many cases.	Explicitly model the text structure and language features required for the composition of these texts. Other areas to support are a student's intonation (rise and fall of speech) and stress of particular words, so that they are more easily recognisable to the audience. For example, the word 'syllable' is stressed on the first syllable (syllable). An EAL/D student may just as easily say 'syllable' or 'syllable', thus making the word more difficult to comprehend.

Annotated Content Descriptions | HASS

Year 8

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
Civics and Citizenship **Democracy and law in action** The freedoms that enable active participation in Australia's democracy within the bounds of law, including freedom of speech, association, assembly, religion and movement (ACHCK061) L, CCT, PSC, EU How citizens can participate in Australia's democracy, including use of the electoral system, contact with their elected representatives, use of lobby groups and direct action (ACHCK062) L, CCT, PSC, EU	EAL/D students have culturally specific experiences and knowledge that may give them alternative perspectives about governments, laws, social groups and identity. Some EAL/D students may also from countries where there has been no freedom of speech, religion or association. Some students and family members may have been victims of persecution based on cultural or religious affiliations.	Consider what knowledge is 'taken-for-granted' when teaching Australian civics and citizenship and ensure that all students have access to it. Find out about where EAL/D students in the classroom have come from and be sensitive to the effects of traumatic situations they may have previously experienced as a result of cultural, political or religious persecution. Bilingual assistants, where available, and parents are good sources of information and support.
How laws are made in Australia through parliaments (statutory law) (ACHCK063) L, CCT, PSC, EU How laws are made in Australia through the courts (common law) (ACHCK063) L, CCT, PSC, EU	As students move through the year levels, the academic language encountered becomes increasingly abstract and complex. EAL/D students may not have the English language skills, nor the long-term cumulative exposure to the *Western Australian Curriculum and Assessment Outline*, and so will not necessarily be familiar with complex abstract concepts. Beginning and Emerging phase students will be attempting to explain concepts with limited language and so may not be able to demonstrate what they know. Abbreviations are used often in informative texts, but an understanding of 'familiar' abbreviations should not be assumed with EAL/D students.	Teach subject-specific vocabulary explicitly and in context. Use real objects and illustrated semantic webs/word trees to link new vocabulary to known words. Use illustrated glossaries and word walls so that vocabulary can be re-visited. Provide opportunities to revisit the vocabulary many times (for example, use of labelled concrete objects, labelled wall displays of the topic under study, personal word books where students can record new words, with accompanying visuals).
The types of law in Australia, including criminal law, civil law and the place of Aboriginal and Torres Strait Islander customary law (ACHCK064) L, CCT, PSC, EU, IU	Aboriginal and Torres Strait Islander students will bring their own knowledge and personal understandings about the history of their people.	Invite Aboriginal and Torres Strait Islander students, families and community members to contribute.

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
Different <u>perspectives</u> about Australia's national identity, including Aboriginal and Torres Strait Islander <u>perspectives</u> and what it means to be Australian (ACHCK066) L, CCT, PSC, EU, IU		
Economics and Business Participation and influences in the marketplace The way <u>markets</u> operate in Australia and how the interaction between buyers and sellers influences prices and how markets enable the <u>allocation of resources</u> (how businesses answer the questions of what to produce, how to produce and for whom to produce) (ACHEK027) L, CCT, EU How the <u>government</u> is involved in the <u>market</u>, such as providing some types of <u>goods</u> and <u>services</u> that are not being provided for sufficiently by the <u>market</u> (e.g. healthcare) (ACHEK027) L, CCT, EU The <u>rights and responsibilities</u> of <u>consumers</u> and <u>businesses</u> in Australia (ACHEK029) L, CCT, PSC, EU Types of <u>businesses</u> (e.g. sole trader, partnership, corporation, cooperative, franchise) and the ways that businesses respond to opportunities in Australia (ACHEK030) L, CCT, EU	EAL/D students may not bring background knowledge of the functioning of the marketplace to the classroom. These abstract concepts and associated subject-specific vocabulary can be daunting for some EAL/D students.	Find out what EAL/D students already know and do not assume background knowledge when discussing these topics. Provide scaffolds for the introduction of abstract concepts for EAL/D students (for example, graphic organisers, flow charts, diagrams and pictures).
Influences on the ways people work (e.g. technological change, <u>outsourced labour</u> in the global economy, rapid communication changes and factors that might affect work in the future) (ACHEK031) L, CCT, PSC	Many ways of understanding the world around us that are taken for granted in Australian classrooms, and that are assumed knowledge in the curriculum, are not universal understandings. For example, technologies have had lesser impacts on the lives of people in other countries or in remote regions of Australia than those in urban communities in Australia.	Frame this concept in the context of urban Australian influences and accept that influences on the ways people work are different in every household and every country. Learning about the different experiences of the EAL/D students in the classroom will help to close knowledge gaps for the entire class.

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
The traditional markets of Aboriginal and Torres Strait Islander communities and their participation in contemporary markets (ACHEK028) L, CCT, IU	Aboriginal and Torres Strait Islander students may bring a wealth of knowledge about this topic to the classroom. It may or may not be appropriate to share, and they may feel shame in being singled out to share it.	Invite Aboriginal and Torres Strait Islander students, families and community members to contribute.
Geography **Landforms and landscapes** The different types of landscapes in Australia and their distinctive landform features (e.g. coastal, riverine, arid, mountain, karst) (ACHGK048) L, N, CCT	Subject-specific vocabulary can be confusing for EAL/D students and difficult to remember.	Provide scaffolds for research for EAL/D students; for example, appropriate research texts and graphic organisers such as retrieval charts.
The spiritual, cultural and aesthetic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander peoples (ACHGK049)	Aboriginal and Torres Strait Islander students may bring a wealth of knowledge about this topic to the classroom. It may or may not be appropriate to share, and they may feel shame in being singled out to share it.	Invite Aboriginal and Torres Strait Islander students, families and community members to contribute.
The geographical processes that produce landforms, including a case study of **one** type of landform, such as mountains, volcanoes, riverine or coastal landforms (ACHGK050) L, N, CCT The causes, spatial distribution, impacts and responses to a geomorphic hazard (e.g. volcanic eruption, earthquake, tsunami, landslide, avalanche) (ACHGK053) L, N, CCT How the effects caused by geomorphic hazards are influenced by social, cultural and economic factors (e.g. where people choose to live, poverty, the available infrastructure and resources to prepare and respond to a hazard) (ACHGK053) L, N, CCT How the application of principles of prevention, mitigation and preparedness minimises the harmful effects of geomorphic hazards (ACHGK053) L, N, CCT	When describing abstract concepts, EAL/D students may become lost in the information.	Use visuals, models and labelled diagrams to support students' understanding.

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
Changing nations The causes and consequences of <u>urbanisation</u> in Australia and **one** other country from the Asia region (ACHGK054) L, N, CCT, IU The reasons for, and effects of, <u>internal migration</u> in Australia (ACHGK056) L, CCT The reasons for, and effects of, international migration in Australia (ACHGK058) L, CCT	EAL/D students may bring different perspectives to these events, depending on how they have been affected by them. Sharing knowledge allows students to feel pride, as well as feeling included in an Australian classroom. Learning about unfamiliar cultures and events in another language can be both confusing and tiring so students may miss some information.	Invite students to share information and perspectives, for example, if it is not distressing for the, their own personal experiences of migration.
History **The ancient to the modern world** Overview: Key features of the <u>medieval</u> world (feudalism, trade routes, voyages of discovery, contact and conflict) (ACOKH009) L, CCT, IU	EAL/D students may bring different perspectives to these events. Each culture views historical events differently depending on how it affected them. Sharing knowledge allows students to feel pride, as well as feeling included in an Australian classroom. Learning about unfamiliar cultures and events in another language can be both confusing and tiring so students may miss some information.	Invite students to share information and perspectives; for example, Chinese students may have more historical understandings of Chinese history at the time of medieval Europe. Support learning by first introducing the topic visually and/or in film to enable students to have a mental picture of what is being studied. Use supportive graphics including maps and timelines that are labelled.
Depth study 1: Investigating medieval Europe (c. 590–c. 1500) The way of life in medieval Europe (e.g. social, cultural, <u>economic</u> and political features) and the roles and relationships of different groups in society (ACDSEH008) L, CCT, PSC, EU, IU Significant developments and/or cultural achievements, such as changing relations between Islam and the West (including the Crusades), architecture, <u>medieval</u> manuscripts and music (ACDSEH050) L, CCT, IU <u>Continuity and change</u> in society in **one** of the following areas: crime and punishment; military and defence systems; towns, cities and commerce (ACDSEH051) L, CCT, IU The role of significant individuals in the <u>medieval</u> period (e.g. Charlemagne) (ACDSEH052) L, CCT, PSC, IU	EAL/D students may bring different perspectives to these events. Each culture views historical events differently depending on how it affected them. Sharing knowledge allows students to feel pride, as well as feeling included in an Australian classroom. Learning about unfamiliar cultures and events in another language can be both confusing and tiring so students may miss some information.	Invite students to share information and perspectives; for example, Muslim students may have historical knowledge of the significant scientific and mathematical contributions that Islamic scholars made at this time. Support learning by first introducing the topic visually and/or in film to enable students to have a mental picture of what is being studied. Use supportive graphics including maps and timelines that are labelled.

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
Depth study 2: Investigating the Black Death in Asia, Europe and Africa (14th century plague) Living conditions and religious beliefs in the 14th century, including life expectancy, medical knowledge and beliefs about the power of God (ACDSEH015) L, CCT, EU, IU The role of expanding trade between Europe and Asia during the Black Death, including the origin and spread of the disease (ACDSEH069) L CCT IU The causes and symptoms of the Black Death and the responses of different groups in society to the spread of the disease, such as the flagellants and monasteries (ACDSEH070) L, CCT, IU The effects of the Black Death on Asian, European and African populations, and conflicting theories about the impact of the plague (ACDSEH071) L, CCT, EU, IU	EAL/D students may bring different perspectives to these events. Each culture views historical events differently depending on how it affected them. Sharing knowledge allows students to feel pride, as well as feeling included in an Australian classroom. Learning about unfamiliar cultures and events in another language can be both confusing and tiring so students may miss some information.	Invite students to share information and perspectives. Wherever possible, support learning by first introducing the topic visually and/or in film to enable students to have a mental picture of what is being studied.
Questioning and researching Identify current understandings to consider possible gaps and/or misconceptions, new knowledge needed and challenges to personal <u>perspectives</u> L, N, CCT Construct a range of questions, propositions and/or <u>hypotheses</u> L, CCT Use a variety of methods to collect relevant information and/or data from a range of appropriate <u>sources</u>, such as print, digital, audio, visual and <u>fieldwork</u> L, ICT, CCT Select the best method for recording selected information and/or data (e.g. graphic organisers, such as structured overviews for classifying; mind maps, for identifying relationships and overviews; fieldwork, which may require sketch drawings, a list of observable features and photographs) L, ICT, CCT	The skill of 'inquiry' and of challenging commonly held beliefs is not natural to all students. Forming questions in English can be done in different ways: by using a question word (for example, 'who',' did', 'how many'); or by changing the word order (for example, 'Could the people have reacted differently?'). Punctuation also differs from language to language (for example, in Spanish, questions are indicated by using an inverted question mark at the beginning of the question and a standard question mark at the end).	Model the structure of questions that are expected. Reinforce that 'how much/how little' are used for non-countable nouns and 'how many/how few' for countable nouns. Revise punctuation and its use in questions.

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
Identify differences in terms of origin and purpose between <u>primary sources</u> (e.g. a cartoon, speech, <u>artefact</u>) and <u>secondary sources</u> (e.g. reference books, such as a dictionary or encyclopaedia) L, CCT Use appropriate <u>ethical protocols</u> to plan and conduct an <u>inquiry</u> (e.g. seek permission to use personal photos, seek permission when planning a visit to Aboriginal cultural land, use specific formats for acknowledging other people's information) L, PSC, EU, IU		
Analysing Use criteria to select relevant information and/or data such as accuracy, reliability, currency and usefulness to the question L, CCT Interpret information and/or data to identify key relationships and/or <u>trends</u> displayed in various formats (e.g. change over time in a series of images, identify <u>spatial distributions</u> from a map) L, N, CCT Identify points of view/<u>perspectives</u>, attitudes and/or values in information and/or data (e.g. from tables, statistics, graphs, models, cartoons, maps, timelines) L, N, IU, CCT Translate information and/or data from one format to another (e.g. from a table to a graph) L, N, IU, CCT Apply subject-specific skills and concepts in familiar and new situations L, CCT	Identifying a point of view requires the student to be able to decode the text, then analyse the word choice and how this affects the reader/ viewer/ listener. EAL/D students will engage with this task at different levels; some will be able to decode, others to analyse, and others more able to identify the positioning of the audience, although this will be a difficult task for most.	Explicitly identify the values present in similar texts and model how language choice conveys these values and attitudes.
Evaluating Draw evidence-based conclusions by evaluating information and/or data to generate a range of alternatives and plan for action in response to contemporary events, challenges, developments, issues, problems and/or phenomena; make comparisons; evaluate costs (disadvantages) and benefits (advantages); and infer relationships L, N, CCT, PSC	Some students may not be comfortable with questioning an accepted 'expert' in a field if it is inconsistent with what they may have been taught in previous schooling.	Teach this skill explicitly, as well as the language that is appropriate for this, for example, the use of modal verbs such as 'might', 'may', 'should', 'could' to pass a judgment on the source and the comparatives 'more', 'less', 'reputable'.

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
Communicating and reflecting Represent information and/or data using appropriate formats to suit audience and purpose (e.g. tables/graphs, visual displays, models, timelines, maps, other graphic organisers) L, ICT, CCT, PSC Develop texts, particularly descriptions and explanations, using appropriate subject-specific terminology and concepts that use evidence to support findings, conclusions and/or arguments, from a range of sources L, CCT, PSC Reflect on learning to review original understandings and/or determine actions in response to events, challenges, developments, issues, problems and/or phenomena L, CCT, PSC	Description requires a recount structure (an orientation and then a record of events). Explanation can be sequential, factorial or consequential (a description of the phenomenon and then an explanation of how this came to be). These text structures may not be familiar to EAL/D students. In addition, past tenses and the passive voice may be required. Oral presentations may cause anxiety for EAL/D students for a variety of reasons: shame, fear, inhibition caused by problems with pronunciation.	Explicitly model the text structure and language features required for the composition of these texts. Enable students to present in smaller groups or pre-record a sound file onto a multimedia presentation.

Annotated Content Descriptions | HASS

Year 9

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
Civics and Citizenship **Our democratic rights** The role of <u>political parties</u>, and <u>independent representatives</u> in Australia's system of government, including the formation of governments (ACHCK075) L, CCT, PSC, EU	New and abstract concepts can be confusing for EAL/D students.	Provide scaffolds for the introduction of abstract concepts for EAL/D students (for example, graphic organisers, flow charts, diagrams and pictures).
How <u>citizens'</u> choices are shaped at election time (e.g. public debate, <u>media</u>, <u>opinion polls</u>, advertising, interest groups, political party campaigns) (ACHCK076) L CCT PSC EU	EAL/D students may not bring background knowledge of election processes to the classroom.	Find out what EAL/D students already know and do not assume background knowledge when discussing these topics.
How social <u>media</u> is used to influence people's understanding of issues (ACHCK076) L, CCT, PSC, EU	EAL/D students may not bring background knowledge of social media to the classroom.	Find out what EAL/D students already know and do not assume background knowledge when discussing these topics.
The key features of Australia's court system and the role of a particular court (e.g. a supreme court, a magistrates' court, the Family Court of Australia) and the types of cases different courts hear (ACHCK077) L, CCT, PSC, EU	New, subject-specific vocabulary can be confusing for EAL/D students. Beginning and Emerging phase students will be attempting to explain concepts with limited language and so may not be able to demonstrate what they know.	Represent the structure of Australia's court system pictorially where possible, and then add the vocabulary to the relevant elements as a class activity. Provide Beginning students with alternative ways in which they can show their understandings, such as drawing, labelling, choosing from a range of answers, tables, and notes or completing graphic organisers.
How courts apply and interpret the law, resolve disputes, and make law through judgements (e.g. the role of <u>precedents</u>) (ACHCK077) L, CCT, PSC, EU	Legal terms and language is dense, using advanced linguistic features such as nominalisation, complex sentences and the passive voice. These features are usually learned in the Consolidating phase of language learning. Students in the Beginning, Emerging and Developing phases will experience difficulty in reproducing this language.	Encourage EAL/D students to engage with the language in a way that is commensurate with their abilities (for example, Beginning phase students should be encouraged to use legal vocabulary where possible; Emerging phase students should begin to use compound sentences and, with guidance, complex sentences; and Developing phase students should be encouraged to develop their awareness of using the passive voice when communicating ideas.

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
The key principles of Australia's justice system, including equality before the law, independent judiciary, and right of appeal (ACHCK078) L, CCT, PSC, EU	Students from different cultures may have different perspectives on equality and justice. For example, what is unjust in one country may be cultural heritage in another.	Exercise sensitivity when discussing issues around justice. Differences should be noted but not seen as deficient.
The factors that can undermine the application of the principles of justice (e.g. bribery, coercion of witnesses, trial by media, court delays) (ACHCK078) L, CCT, PSC, EU	Highly abstract concepts and subject-specific vocabulary can be daunting for EAL/D students.	Show students the morphemic breakdown of words where possible, so that they can use this in other instances to decode unfamiliar vocabulary.
Economics and Business **Australia and the global economy** The role of the key participants in the Australian economy, such as consumers, producers, workers and the government (ACHEK038) L, CCT, IU	New and abstract concepts can be confusing for EAL/D students.	Provide scaffolds for the introduction of abstract concepts for EAL/D students (for example, graphic organisers, flow charts, diagrams and pictures).
Australia's interdependence with other economies, such as trade and tourism, trade links with partners in the Asia region, and the goods and services traded (ACHEK038) L, CCT, IU	EAL/D students may not bring background knowledge of international trade and tourism to the classroom.	Find out what EAL/D students already know and do not assume background knowledge when discussing these topics.
Why and how participants in the global economy are dependent on each other, including the activities of transnational corporations in the supply chains and the impact of global events on the Australian economy (ACHEK039) L, CCT, EU Why and how people manage financial risks and rewards in the current Australian and global financial landscape, such as the use of differing investment types (ACHEK040) L, CCT, PSC, EU The ways consumers can protect themselves from risks, such as debt, scams and identity theft (ACHEK040) L, CCT, PSC, EU The nature of innovation and how businesses seek to create and maintain a competitive advantage in the market, including the global market (ACHEK041) L, CCT, EU The way the work environment is changing in contemporary Australia and the implication for current and future work (ACHEK042) L, CCT, PSC, EU	Abstract and technical vocabulary is required to process this content knowledge. While the ideas, information and arguments may not be challenging for EAL/D students to understand in their own language, processing these ideas in English may be more difficult and time consuming.	Provide scaffolds for the introduction of abstract concepts for EAL/D students (for example, graphic organisers, flow charts, diagrams and pictures) and give students extra time as they process the concepts along with the language. Encourage students to make use of resources such as bilingual dictionaries, picture dictionaries, thesauruses and bilingual assistants.

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
Geographies of interconnections The perceptions people have of place, and how this influences their connections to different places (ACHGK065) L, N, CCT, IU	EAL/D students may bring a variety of perceptions about different places and people to the classroom.	Structure the program so that all students can contribute their perceptions on the topic in a range of ways (for example, allow varieties of input: visual, artefact, oral).
The way transportation, and information and communication technologies are used to connect people to services, information and people in other places (ACHGK066) L, ICT, CCT The ways that places and people are interconnected with other places through trade in goods and services, at all scales (ACHGK067) L, CCT The effects of people's travel, recreational, cultural or leisure choices on places, and the implications for the future of these places (ACHGK069) L, N, CCT, IU	Many ways of understanding the world around us that are taken for granted in Australian classrooms, and that are assumed knowledge in the curriculum, are not universal understandings. For example, technologies have had lesser impacts on the lives of people in other countries or in remote regions of Australia than those in urban communities in Australia. Travelling for leisure may also be an activity that people from some countries don't have the opportunity to do.	Learning about the different experiences and expectations of the EAL/D students in the classroom will help to close knowledge gaps for the entire class.
History **The making of the modern world** Overview: The important features of the modern period (1750–1918)	Extended historical texts contain a high degree of nominalisation and assume a fluency of reading that EAL/D students may not yet have mastered, as well as prior cultural knowledge they may not have. This is true of all the texts and topics covered in the HASS curriculum.	Introduce topics, events and historical figures visually before requiring students to read lengthy texts. Assist students to distil key information by using timelines, charts, maps and graphic organisers.
Depth study 1: Investigating the Industrial Revolution (1750–1914) The technological innovations that led to the Industrial Revolution, and other conditions that influenced the industrialisation of Britain (e.g. the agricultural revolution, access to raw materials, wealthy middle class, cheap labour, transport system, and expanding empire) and of Australia (ACDSEH017) L, ICT, CCT, PSC, IU The population movements and changing settlement patterns during the Industrial Revolution (ACDSEH080) L, N, CCT	EAL/D students may bring different perspectives and additional knowledge to these events. Each culture views historical events differently depending on how it affected them. Some events, such as the Industrial Revolution, had limited impacts on some countries, including countries from where EAL/D students may come. Sharing knowledge allows students to feel pride, as well as feeling included in an Australian classroom.	Link learning to existing knowledge in the classroom. Support learning by first introducing the topic visually and/or in film, as well as with other graphic organisers (for example, timelines, maps).

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
The experiences of men, women and children during the Industrial Revolution, and their changing way of life (ACDSEH081) L, CCT, PSC, EU The short-term and long-term impacts of the Industrial Revolution, including global changes in landscapes, transport and communication (ACDSEH082) L, ICT, CCT, IU	Learning about unfamiliar cultures and events in another language can be both confusing and tiring (meaning that students miss some of the information).	
Depth study 2: Investigating World War I (1914–1918) The causes of World War I and the reasons that men enlisted to fight in the war (ACDSEH021) L, CCT, PSC, EU The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign (ACDSEH095) L, N, CCT, PSC, EU, IU The impact of World War I, with a particular emphasis on Australia, such as the use of propaganda to influence the civilian population, the changing role of women and the conscription debate (ACDSEH096) L, CCT, PSC, EU The commemoration of World War I, including debates about the nature and significance of the ANZAC legend (ACDSEH097) L, CCT, PSC, EU	Other cultures will have different perspectives on conflicts or may know very little about them at all if they are not relevant to their culture.	Prior understanding of World War I should not be assumed. Accept that other cultures may bring differing perspectives to the classroom and use these as a learning experience for all students.
Questioning and researching Identify current personal knowledge, gaps, misconceptions, currency of information, personal perspective and possible perspectives of others L, N, CCT Construct, select and evaluate a range of questions and hypotheses involving cause and effect, patterns and trends, and different perspectives L, N, CCT Analyse and clarify the purpose of an inquiry using appropriate methodologies, ethical protocols and concepts to plan for, and inform, an investigation L, N, CCT, PSC, EU	EAL/D students may not have a cumulative experience of the *Western Australian Curriculum and Assessment Outline* or schooling and may be unfamiliar with ways to locate information; including the use of the library (most developing countries do not have school libraries). Students may not be proficient in analysing the veracity or appropriateness of sources.	Ensure students have the skills to source information, building their capacity to locate and sort appropriate information. Specific direction is advised in the initial stages of inquiry.

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
Use a range of methods to collect, select, record and organise relevant and reliable information and/or data from multiple sources that reflects the type of analysis of information that is needed (e.g. questionnaires, surveys, emails, discussion lists, tables, field sketches, annotated diagrams), with and without the use of digital and spatial technologies L, N, ICT, CCT, PSC, EU Identify the origin, purpose and context of primary sources and/or secondary sources L, CCT Use appropriate ethical protocols, including specific formats for acknowledging other people's information and understand that these formats vary between organisations L, PSC, EU, IU		
Analysing Use criteria to analyse the reliability, bias, usefulness and currency of primary sources and/or secondary sources L, CCT Analyse information and/or data in different formats (e.g. to explain cause and effect relationship, comparisons, categories and subcategories, change over time) L, N, CCT Account for different interpretations and points of view/perspectives in information and/or data (e.g. from tables, statistics, graphs, models, cartoons, maps, timelines, newspapers) L, N, IU, CCT Analyse the 'big picture' (e.g. put information and/or data into different contexts, reconstruct information by identifying new relationships, identify missing viewpoints or gaps in knowledge) L, N, IU, CCT Apply subject-specific skills and concepts in familiar, new and hypothetical situations L, CCT	Time is not seen as a linear construct in all cultures, and so reading timelines may initially cause confusion for some EAL/D students. Teachers should be mindful that the backward documentation of time in the BC era may cause confusion for students with the backward notation of the years. Placing time on a line relevant to the birth of Jesus Christ is culturally constructed. Some students may have other points of reference or come from cultures with solar or luni-solar calendar backgrounds.	Use pictures initially to sequence the 'story'. Transfer these pictures to words and years. Place these together on a timeline so that students can see how this is done. An explanation of different calendars can be an informative and educational point of discussion for the class. It can also be informative to make comparisons between the cultures present in the class (for example, the Chinese calendar, the Islamic calendar).

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
Evaluating Draw evidence-based conclusions by evaluating information and/or data, taking into account ambiguities and multiple perspectives; to negotiate and resolve contentious issues; to propose individual and collective action in response to contemporary events, challenges, developments, issues, problems and/or phenomena L, N, CCT, PSC, IU Critically evaluate information and/or data and ideas from a range of sources to make generalisations and inferences; propose explanations for patterns, trends, relationships and anomalies; predict outcomes L, N, CCT, PSC	Some students may not be comfortable with questioning an accepted 'expert' in a field if it runs against what they may have been taught in previous schooling. EAL/D students may bring great richness to these discussions if they are willing to share. It is important not to present different interpretations as incorrect or deficient.	Evaluation is a skill that needs to be taught explicitly, as is the language that is appropriate for this (for example, the use of modal verbs such as might, may, should, could to pass a judgment on the source and the comparative more/less reputable).
Communicating and reflecting Select a range of appropriate formats based on their effectiveness to suit audience and purpose, using relevant digital technologies as appropriate L, ICT, CCT, PSC Develop texts, particularly explanations and discussions, using evidence from a range of sources to support conclusions and/or arguments L, CCT, PSC Deconstruct and reconstruct the collected information and/or data into a form that identifies the relationship between the information and the hypothesis, using subject-specific conventions, terminology and concepts L, N, CCT Compare evidence to substantiate judgements (e.g. use information and/or data from different places or times; use tables, graphs, models, theories) L, N, CCT Generate a range of viable options in response to an issue or event to recommend and justify a course of action, and predict the potential consequences of the proposed action L, N, CCT Reflect on why all findings are tentative (e.g. the changing nature of knowledge, changes in circumstances, changes in values) L, CCT, PSC	Abstract and technical vocabulary is used for this skill. While the ideas, information and arguments may not be challenging for EAL/D students to construct in their own language, expressing their ideas appropriately in English may be. Oral productions may cause anxiety for EAL/D students for a variety of reasons: shame, fear, inhibition caused by problems with pronunciation.	Model exemplar texts that deconstruct the text structure, language and linguistic features required for this skill. Enable students to present in smaller groups or record a sound file onto a multimedia presentation, encourage the use of visuals to support understanding, and construct teacher interviews as a means of assessment.

Annotated Content Descriptions | HASS

Year 10

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
Civics and Citizenship **Justice at home and overseas** The key features and values of Australia's system of government (e.g. democratic elections, the <u>separation of powers</u>) compared with **one** other system of government in the Asia <u>region</u>, such as China, Japan, India or Indonesia (ACHCK090) L, CCT, PSC, EU, IU	EAL/D students may have deep knowledge of and personal experience with these overseas systems and may be able to provide an overseas perception of Australia that can benefit the entire class. Other cultures may also have different perspectives on systems of government.	Exercise sensitivity when comparing Australia with other countries. Differences should be noted but not seen as deficient.
Australia's roles and responsibilities at a global level (e.g. provision of foreign aid, peacekeeping, participation in international organisations, such as the United Nations) (ACHCK091) L, CCT, PSC, EU	Students from different cultures may have had personal experience with the UNHCR, refugee camps or Australian peacekeepers located overseas.	Exercise sensitivity when discussing global conflicts.
The role of the High Court, including interpreting the <u>Constitution</u> (ACHCK092) L, CCT, PSC, EU	The use of highly nominalised vocabulary when discussing formal legal documents may cause confusion in EAL/D students.	Create word walls where students can group words with common roots. This will assist them in remembering meaning and spelling.
The international agreements Australia has ratified and examples of how they shape government policies and laws (e.g. the protection of World Heritage areas, the International Convention on the Elimination of All Forms of Racial Discrimination, the Convention on the Rights of the Child, the Declaration on the Rights of Indigenous Peoples) (ACHCK093) L, CCT, PSC, EU, IU The threats to <u>Australia's</u> <u>democracy</u> and other democracies, such as the influence of vested interests, organised crime, corruption and lawlessness (ACHCK094) L, CCT, PSC, EU, IU The safeguards that protect Australia's democratic system and society, including shared values and the right to dissent within the bounds of the law (ACHCK094) L, CCT, PSC, EU, IU	Many ways of understanding the world around us that are taken for granted in Australian classrooms, and that are assumed knowledge in the curriculum, are not universal understandings. For example, in some countries that EAL/D students come from, lawlessness, organised crime, corruption, poverty and a lack of rights is commonplace. Furthermore, many indigenous people do not experience the same access to health care and education as other Australians, and also may suffer from discrimination themselves, even though Australia has laws about this.	Learning about the different expectations and experiences of the EAL/D students in the classroom will help to close knowledge gaps for the entire class.

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
Economics and Business **Economic performance and living standards** Indicators of economic performance (e.g. economic growth rates, unemployment trends, inflation rates, human development index, quality of life index, sustainability indexes) and how Australia's economy is performing (ACHEK050) L, CCT The links between economic performance and living standards, the variations that exist within and between economies and the possible causes (e.g. foreign investment, employment rates and levels of debt) (ACHEK051) L, CCT, EU The distribution of income and wealth in the economy and the ways in which governments can redistribute income (e.g. through taxation, social welfare payments) (ACHEK051) L, CCT, EU The ways that governments manage the economy to improve economic performance and living standards (e.g. productivity policy, training and workforce development policy, migration), and to minimise the effects of externalities (e.g. regulation) (ACHEK052) L, CCT, EU Factors that influence major consumer and financial decisions (e.g. price, availability and cost of finance, marketing of products, age and gender of consumers, convenience, ethical and environmental considerations) and the short-term and long-term consequences of these decisions (ACHEK053) L, CCT, PSC, EU The ways businesses organise themselves to improve productivity (e.g. provision of training, investment in applications of technology, use of just-in-time inventory systems) (ACHEK054) L, CCT, EU Ways that businesses respond to improved economic conditions (e.g. increasing their research and development funding to create innovative products, adjusting marketing strategies to expand their market share) (ACHEK054) L, CCT, EU	Abstract and technical vocabulary is required to process this content knowledge. This language is dense, using advanced linguistic features such as nominalisation, complex sentences and the passive voice. While the ideas, information and arguments may not be challenging for EAL/D students to understand in their own language, these features are usually learned in the Consolidating phase of language learning, so students in the Beginning, Emerging and Developing phases will find processing these ideas in English may be more difficult and time consuming.	Encourage EAL/D students to engage with the language in a way that is commensurate with their abilities. For example, Beginning phase students should be encouraged to use abstract and technical vocabulary where possible; Emerging phase students should begin to use compound sentences and, with guidance, complex sentences; and Developing phase students should be encouraged to develop their awareness of using the passive voice when communicating ideas. Provide scaffolds for the introduction of abstract concepts for EAL/D students (for example, graphic organisers, flow charts, diagrams and pictures) and give students extra time as they process the concepts along with the language. Encourage students to make use of resources such as bilingual dictionaries, picture dictionaries, thesauruses and bilingual assistants.

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
Geography **Environmental change and management** The human-induced environmental changes that challenge <u>sustainability</u> (e.g. water and atmospheric pollution, degradation of land, inland and coastal aquatic <u>environments</u>) (ACHGK070) L, CCT	Subject-specific vocabulary can be confusing for EAL/D students and difficult to remember.	Create word walls where students can group words with common roots (for example, *aqua, aquatic, aquarium*). This will assist them in remembering meaning and spelling.
The <u>environmental worldviews</u> of people and their implications for environmental management (ACHGK071) L, CCT, IU	EAL/D students have culturally specific experiences and knowledge that may give them alternative perspectives about the environment.	Invite students to share their own knowledge and perceptions with the class, so that all students can benefit from listening to different points of view.
Select **one** of the following types of <u>environments</u> as the context for a comparative study of an environmental change for Australia and **one** other country: • land • inland water • coast • marine • urban The causes and likely consequences of the environmental change being investigated (ACHGK073) L, CCT The strategies to manage the environmental change being investigated (ACHGK074) L, CCT The application of environmental, economic and social criteria in evaluating management responses to the change being investigated (ACHGK075) L, CCT	Research requires developed literacy skills, including knowledge of and ability to navigate through information sources that may be beyond the language progression of EAL/D students. Abstract and technical vocabulary is used in evaluations. While the evaluation may not be challenging for EAL/D students, expressing their ideas may be. The language of comparison in English includes the use of the comparative adjective forms. These include: adding '– er' to one- or two-syllable adjectives (for example, The climate has become hotter), using 'more' for adjectives with three or more syllables (for example, The marine life has become less diverse), and the irregular comparative adjectives such as better, not gooder. For most native English speakers, this is intuitive knowledge that comes from a sense of what sounds right.	Provide scaffolds for research for EAL/D students (for example, appropriate research texts and graphic organisers such as retrieval charts). Teach EAL/D students how to construct sentences to describe comparisons. Provide sentence models that students can modify by adding their own content. Model exemplar texts that deconstruct the text structure, language and linguistic features required for this skill.
Geographies of human wellbeing The different ways of measuring and mapping human <u>wellbeing</u> and development, and how these can be applied to measure differences between <u>places</u> (ACHGK076) L, N, CCT, EU	EAL/D students may not have the English language skills, nor the long-term cumulative exposure to the Western Australian Curriculum and Assessment Outline and so will not necessarily be 'familiar' with different tools of measurement.	Always provide clear guidelines and check for previous understandings.

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
The reasons for <u>spatial variations</u> between countries in selected indicators of human <u>wellbeing</u> (ACHGK077) L, N, CCT, EU The issues affecting the development of <u>places</u> and their impact on human <u>wellbeing</u>, drawing on a study from a developing country or region in Africa, South America or the Pacific Islands (ACHGK078) L, N, CCT, EU, IU The role of international and national government and non-government organisations' initiatives in improving human <u>wellbeing</u> in Australia and other countries (ACHGK080) L, N, CCT, EU, IU	EAL/D students may have knowledge and personal experience with these countries or regions and may be able to provide a different perception that can benefit the entire class.	Exercise sensitivity when comparing Australia with other countries. Differences should be noted but not seen as deficient.
History **The modern world and Australia** Overview: The inter-war years between World War I and World War II, including the Treaty of Versailles, the Roaring Twenties and the Great Depression (ACOKFH018) L CCT	Extended historical texts contain a high degree of nominalisation and assume a fluency of reading that EAL/D students may not yet have mastered, as well as prior cultural knowledge they may not have. This is true of all the texts and topics covered in the history curriculum.	Introduce topics, events and historical figures visually before requiring students to read lengthy texts. Assist students to distil key information by using timelines, charts, maps and graphic organisers.
Depth study 1: Investigating World War II (1939–1945) The causes and course of World War II (ACDSEH024) L, CCT The experiences of Australians during World War II, such as prisoners of war (POWs), the Battle of Britain, Kokoda and the fall of Singapore (ACDSEH108) L, CCT, PSC The impact of World War II, with a particular emphasis on the Australian home front, including the changing roles of women and use of wartime government controls (e.g. conscription, manpower controls, rationing, censorship) (ACDSEH109) L, CCT, PSC An examination of significant events of World War II, including the Holocaust and use of the atomic bomb (ACDSEH107) L, CCT, EU, IU	Other cultures may have different perspectives on conflicts (or may know very little about them at all if they are not relevant to their culture). EAL/D students may feel alienated or 'guilty' for past events that their country was involved in, despite this being some years ago. EAL/D students may have deep knowledge of these overseas developments and may be able to provide an overseas perception of Australia that can benefit the entire class.	Exercise sensitivity when discussing these events and be clear that actions were the result of governments and policies, not of the populace.

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
Depth study 2: Investigating rights and freedoms (1945–the present) The origins and significance of the Universal Declaration of Human Rights, including Australia's involvement in the development of the declaration (ACDSEH023) L, CCT, EU, IU The background to the struggle of Aboriginal and Torres Strait Islander Peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations (ACDSEH104) L, CCT, PSC, EU, IU The US civil rights movement and its influence on Australia (ACDSEH105) L, CCT, PSC, IU The significance of **one** of the following for the civil rights of Aboriginal and Torres Strait Islander Peoples: 1962 right to vote federally; 1967 referendum; reconciliation; Mabo decision; *Bringing Them Home Report (the Stolen Generations*); the Apology (ACDSEH106) L, CCT, PSC, EU, IU The significance of one of the following for the civil rights of Aboriginal and Torres Strait Islander Peoples: 1962 right to vote federally; 1967 referendum; reconciliation; Mabo decision; Bringing Them Home Report (the Stolen Generations); the Apology (ACDSEH106) L, CCT, PSC, EU, IU Methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander Peoples, and the role of **one** individual or group in the struggle (ACDSEH134) L, CCT, PSC, EU, IU	Just as significant as the Universal Declaration of Human Rights is its implementation. Some EAL/D students in the classroom may have a range of experiences of human rights protection, including Australian and Torres Strait Islander and refugee students. Aboriginal and Torres Strait Islander students will bring their own knowledge and personal understandings about the history of their people. Aboriginal and Torres Strait Islander students will bring their own knowledge and personal understandings about the history of their people. EAL/D students from other countries will not always know the historical people and events that may be assumed knowledge.	Link learning to the experiences of all students in the classroom. Consider the cultural identities of the students in the classroom when covering sensitive topics. Ensure that all students have a shared knowledge and understanding of different historical people and events. Include historical people and events that are familiar to the students in the classroom.
Questioning and researching Identify current personal knowledge, gaps, misconceptions, currency of information, personal perspective and possible perspectives of others L, N, CCT Construct, select and evaluate a range of questions and hypotheses involving cause and effect, patterns and trends, and different perspectives L, N, CCT	EAL/D students may not have a cumulative experience of the Western Australian Curriculum and Assessment Outline or schooling and may be unfamiliar with ways to locate information; including the use of the library (most developing countries do not have school libraries). Students may not be proficient in analysing the veracity or appropriateness of sources.	Ensure students have the skills to source information, building their capacity to locate and sort appropriate information. Specific direction is advised in the initial stages of inquiry.

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
Analyse and clarify the purpose of an inquiry using appropriate methodologies, ethical protocols and concepts to plan for, and inform, an investigation L, N, CCT, PSC, EU Use a range of methods to collect, select, record and organise relevant and reliable information and/or data from multiple sources that reflects the type of analysis of information that is needed (e.g. questionnaires, surveys, emails, discussion lists, tables, field sketches, annotated diagrams), with and without the use of digital and spatial technologies L, N, ICT, CCT, PSC, EU Identify the origin, purpose and context of primary sources and/or secondary sources L, CCT Use appropriate ethical protocols, including specific formats for acknowledging other people's information and understand that these formats vary between organisations L, PSC, EU, IU		
Analysing Use criteria to analyse the reliability, bias, usefulness and currency of primary sources and/or secondary sources L, CCT Analyse information and/or data in different formats (e.g. to explain cause and effect relationship, comparisons, categories and subcategories, change over time) L, N, CCT Account for different interpretations and points of view/perspectives in information and/or data (e.g. from tables, statistics, graphs, models, cartoons, maps, timelines, newspapers) L, N, IU, CCT Analyse the 'big picture' (e.g. put information and/or data into different contexts, reconstruct information by identifying new relationships, identify missing viewpoints or gaps in knowledge) L, N, IU, CCT Apply subject-specific skills and concepts in familiar, new and hypothetical situations L, CCT	Time is not seen as a linear construct in all cultures, and so reading timelines may initially cause confusion for some EAL/D students. Teachers should be mindful that the backward documentation of time in the BC era may cause confusion for students with the backward notation of the years. Placing time on a line relevant to the birth of Jesus Christ is culturally constructed. Some students may have other points of reference or come from cultures with solar or luni-solar calendar backgrounds.	Use pictures initially to sequence the 'story'. Transfer these pictures to words and years. Place these together on a timeline so that students can see how this is done. An explanation of different calendars can be an informative and educational point of discussion for the class. It can also be informative to make comparisons between the cultures present in the class; for example, the Chinese calendar, the Islamic calendar.

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
Evaluating Draw evidence-based conclusions by evaluating information and/or data, taking into account ambiguities and multiple perspectives; to negotiate and resolve contentious issues; to propose individual and collective action in response to contemporary events, challenges, developments, issues, problems and/or phenomena L, N, CCT, PSC, IU Critically evaluate information and/or data and ideas from a range of sources to make generalisations and inferences; propose explanations for patterns, trends, relationships and anomalies; predict outcomes L, N, CCT, PSC	Some students may not be comfortable with questioning an accepted 'expert' in a field if it runs against what they may have been taught in previous schooling. EAL/D students may bring great richness to these discussions if they are willing to share. It is important not to present different interpretations as incorrect or deficient.	Evaluation is a skill that needs to be taught explicitly, as is the language that is appropriate for this, for example, the use of modal verbs such as might, may, should, could to pass a judgment on the source and the comparative more/less reputable.
Communicating and reflecting Select a range of appropriate formats based on their effectiveness to suit audience and purpose, using relevant digital technologies as appropriate L, ICT, CCT, PSC Develop texts, particularly explanations and discussions, using evidence from a range of sources to support conclusions and/or arguments L, CCT, PSC Deconstruct and reconstruct the collected information and/or data into a form that identifies the relationship between the information and the hypothesis, using subject-specific conventions, terminology and concepts L, N, CCT Compare evidence to substantiate judgements (e.g. use information and/or data from different places or times; use tables, graphs, models, theories) L, N, CCT Generate a range of viable options in response to an issue or event to recommend and justify a course of action, and predict the potential consequences of the proposed action L, N, CCT	Abstract and technical vocabulary is used for this skill. While the ideas, information and arguments may not be challenging for EAL/D students to construct in their own language, expressing their ideas appropriately in English may be. Oral productions may cause anxiety for EAL/D students for a variety of reasons: shame, fear, inhibition caused by problems with pronunciation.	Model exemplar texts that deconstruct the text structure, language and linguistic features required for this skill. Enable students to present in smaller groups or record a sound file onto a multimedia presentation, encourage the use of visuals to support understanding, and construct teacher interviews as a means of assessment.

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
Reflect on why all findings are tentative (e.g. the changing nature of knowledge, changes in circumstances, changes in values) L, CCT, PSC Generate a range of viable options in response to an issue or event to recommend and justify a course of action, and predict the potential consequences of the proposed action L, N, CCT Compare evidence to substantiate judgements (e.g. use information and/or data from different places or times; use tables, graphs, models, theories) L, N, CCT		