Government of Western Australia
School Curriculum and Standards Authority

Western Australian Curriculum

English as an Additional Language or Dialect

Teacher resource | Annotated content descriptions

Humanities and Social Sciences | Pre-primary to Year 10

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

Important information

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Introduction

This resource is designed to support teachers in planning, teaching and assessing the Humanities and Social Sciences learning area of the *Western Australian Curriculum and Assessment Outline* (the *Outline*) for students learning English as an additional language or dialect (EAL/D). It recognises that EAL/D learners bring diverse linguistic, cultural and educational experiences to the classroom, which can influence how they access and demonstrate the knowledge, understanding and skills described in the Humanities and Social Sciences curriculum. The resource does not provide a separate Humanities and Social Sciences curriculum for EAL/D students; rather, it supports teachers to identify linguistic and cultural considerations within the curriculum and implement teaching approaches that enable EAL/D learners to participate successfully in the learning described in the *Outline*.

The resource provides annotations for Humanities and Social Sciences content descriptions from Pre-primary to Year 10, organised chronologically by year level. Each content description is presented alongside relevant language and cultural considerations and suggested teaching strategies, enabling teachers to identify additional language demands and cultural knowledge that may influence EAL/D students' access to the intended learning. The content descriptions remain the basis for learning, while the annotations highlight potential challenges related to language, culture, prior educational experiences and familiarity with Standard Australian English. Across the content learning areas of Geography, History, Civics and Citizenship and Economics and Business and including the Humanities and Social Science skills, the resource provides guidance in areas including vocabulary, writing and text structures, culturally embedded meanings and participation in classroom activities.

The resource recognises students' multilingualism and diverse linguistic, cultural and literacy experiences as resources for learning, and provides linguistic and cultural scaffolding to enable EAL/D students to engage with the same curriculum learning as their peers. Throughout the resource, English refers to Standard Australian English, providing the linguistic context for the annotations and teaching strategies.

This resource has been adapted from materials from the Australian Curriculum, Assessment and Reporting Authority (ACARA). It represents the adoption and adaptation of Version 9.0 of the Australian Curriculum for the Western Australian context in the *Outline*.

Annotated content descriptions | Humanities and Social Sciences

Pre-primary

Content descriptions	Language/cultural considerations	Teaching strategies
Geography		
The globe as a representation of the Earth on which Australia and other countries can be located WAPHAKUG1	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 location of familiar places on a map WAPHAKUG2	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 places people live in and belong to, the reasons places are special or important to people and their significance to Aboriginal and Torres Strait Islander peoples WAPHAKUG3	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		
The different structures of families, the people in their family, their culture, where they were born and raised, and how they are connected to each other WAPHAKUH1	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 mother's or father's sister or sister-in-law; in other cultures, parents' cousins may be considered aunts and uncles. 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.	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. Find out the names EAL/D students in the classroom use in their first/home languages for family members and family structures. Provide different visual representations of family; for example, the family tree structure may not be an adequate organiser for describing family. Differences should be noted but not seen as deficient. Explicitly teach the vocabulary of family, exploring its different meanings in different cultures.

Content descriptions	Language/cultural considerations	Teaching strategies
The celebrations and commemorations of significant events shared with their families and others WAPHAKUH2	Celebrations and commemorations are culturally defined. Significant events and celebrations that are familiar to some students may be very different to others, depending on their cultural background.	Exercise sensitivity when discussing significant events in students' lives, as some EAL/D students from refugee backgrounds may have experienced trauma and find recalling family memories upsetting.
How the stories of families and the past can be communicated and passed down through generations and how the stories may differ, depending on who is telling them WAPHAKUH3	Talking about past events requires an understanding of the difference between present and past tense forms in English. Some EAL/D students may not yet know how to use these tenses, especially with irregular verbs. English words themselves often contain the concept being taught, so language and the content are often effectively taught in conjunction with one another.	Exercise sensitivity when discussing family stories, as some EAL/D students from refugee backgrounds may have experienced trauma and find recalling family memories upsetting. Allow EAL/D students to tell their stories using a series of pictures. Provide scaffolds to students in the Beginning and Emerging phases of English language learning, recognising that they will gain control over the 'simple' tenses; for example, *I **moved** to Perth*. Monitor EAL/D learners' progress on the EAL/D Progress Map in order to identify when it is appropriate to teach the correct use of more complex tenses.
Questioning and researching Share prior knowledge about a topic WAPHASKQ1 Pose and respond to natural curiosities about known objects, people, places and events WAPHASKQ2 Sort and record information and/or data into simple categories WAPHASKQ3	Even 'everyday' vocabulary needs to be taught explicitly. EAL/D students often don't know the English vocabulary for everyday home and family items or topics because they use their mother tongue in these contexts. English questions are formed in many ways. 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?'). Note: the verb 'feel' does not take the third person 's' in the question, but it does in the answer (i.e. 'It feels cold'). Navigating this linguistic load may	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. Explicitly teach English question forms with models of the structure of required questions for the chosen activity. Focus on questions that simply change word order. 'Is it new?' is recommended for students in the

Pre-primary

Content descriptions	Language/cultural considerations	Teaching strategies
	exceed students' proficiency in the Beginning and Emerging phases of English language learning.	Beginning and Emerging phases of English language learning.
Analysing Explore points of view WAPHASKA1	Historical views are shaped by perspective, so prior knowledge should not be assumed. Teachers should recognise that students may be building on an alternative version of the events being studied, or a total lack of knowledge of the events.	Build shared understanding to help students in processing new information and data and provide concrete reference points to strengthen their understanding of English language throughout the topic under study.
Evaluating Draw conclusions based on discussions and/or observations WAPHASKE1 Participate in decision-making processes WAPHASKE2	Speaking in front of groups may be daunting for EAL/D students who are in the Beginning and Emerging phases of their English language learning progression. EAL/D students may be simultaneously navigating an overwhelming cognitive load, intense social anxiety and cultural barriers.	Provide opportunities to discuss in small groups.
Communicating and reflecting Share observations and ideas, using everyday language (e.g. oral retell, drawing, role-play) WAPHASKC1 Reflect on and assess learning and thinking WAPHASKC2	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', the English language 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 the EAL/D learner's progress on the EAL/D Progress Map in order to identify when it is appropriate to teach the correct use of more complex tenses. All EAL/D students will require explicit instruction in how verbs change to speak about the past, present and future. This skill develops later in the EAL/D learning progression and is not fully mastered by native English speakers until the latter years of primary school.

Year 1

Content descriptions	Language/cultural considerations	Teaching strategies
Geography		
The location of the equator and the northern and southern hemispheres, including the poles WA1HAKUG1	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 understanding throughout the topic under study.
The location of local places and their natural, managed and constructed features WA1HAKUG2	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 places change and how they can be cared for by different groups including Aboriginal and Torres Strait Islander peoples WA1HAKUG3	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		
The diverse structures and sizes of families, the familial roles today and how these have changed or remained the same over time WA1HAKUH1	Family relationships and roles are not described in the same way in all cultures. EAL/D students have culturally specific experiences and knowledge that may give them alternative perspectives on topics.	Enable EAL/D students to share their knowledge and experiences. Create an inclusive space in the classroom where all students can share relevant cultural knowledge about family roles and structures. Find out the names EAL/D students in the classroom use in their first/home languages for family members and family structures.

Year 1

Content descriptions	Language/cultural considerations	Teaching strategies
How the present, past and future are represented by terms indicating time as well as by dates and changes that may have personal significance WA1HAKUH2	In English, tense is used 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 change to speak about the past, present and future. Explicitly build the vocabulary of terms.
The differences and similarities between children's daily lives and life during their parents' and grandparents' childhoods and how daily lives have changed WA1HAKUH3	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 WA1HASKQ1 Pose and respond to reflective questions about objects, people, places and events in the past and present WA1HASKQ2 Locate information from a variety of provided sources WA1HASKQ3 Sort and record selected information and/or data WA1HASKQ4	These activities require subject-specific vocabulary as well as 'familiar' vocabulary. Both categories require explicit teaching, as EAL/D students will not have had six or seven years of exposure to English vocabulary. Some EAL/D students may have limited access to resources that describe their own past.	Provide activities that allow all children to participate regardless of their access to resources about their past. Identify and teach the vocabulary that may challenge EAL/D students, including unfamiliar words from the past, such as 'record player'. History-specific words likely to be encountered include 'the olden days', 'yesteryear'.

Content descriptions	Language/cultural considerations	Teaching strategies
Analysing Process information and/or data collected WA1HASKA1 Explore and discuss points of view WA1HASKA2	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 funni**er**'), using 'more' for adjectives with three or more syllables ('This book is **more** beautiful'), exceptions such as 'more fun', not 'funner', and the irregular comparative adjectives such as 'better', not 'gooder'.	For most native English speakers, using language of comparison is intuitive knowledge that comes from a sense of what sounds right. EAL/D students need this knowledge to be taught explicitly. Create charts of regular and irregular comparative adjectives for students to use as references.
Evaluating Draw conclusions based on information and/or data WA1HASKE1 Participate in decision-making processes WA1HASKE2	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 or 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 WA1HASKC1 Reflect on learning and respond to findings WA1HASKC2	Speaking in front of groups may be daunting for EAL/D students who are in the Beginning and Emerging phases of their English language learning progression. EAL/D students may be simultaneously navigating an overwhelming cognitive load, intense social anxiety and cultural barriers. 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, key vocabulary lists and support with the technology needed to produce these texts. Give students time to study and research required information before the task.

Year 2

Content descriptions	Language/cultural considerations	Teaching strategies
Geography		
The location of the major geographical divisions of the world in relation to Australia WA2HAKUG1	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 understanding throughout the topic under study.
The ways in which Aboriginal and Torres Strait Islander peoples maintain connections to Country/Place, the names and meanings given to local features and places WA2HAKUG3	The places in a community familiar to students born in Australia may not be familiar to EAL/D students. The European place names in Australia may differ from names given by Aboriginal and Torres Strait Islander peoples. 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.	Find out what EAL/D students know and invite them to share their knowledge, experiences and cultural artefacts to help build an inclusive space in the classroom. Invite Aboriginal and Torres Strait Islander students, families and community members to contribute.
How people and places interconnect across Australia, Asia and the world WA2HAKUG2	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 may benefit other students in the class.
How places can be defined on a variety of geographical scales WA2HAKUG4	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 understanding throughout the topic under study.

Content descriptions	Language/cultural considerations	Teaching strategies
History		
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 WA2HAKUH1	EAL/D students, particularly new arrivals, may not have knowledge or experience of people, places, structures or environments that are well known to others. 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 understanding 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 or place and why it has heritage significance and cultural values for present generations WA2HAKUH2	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. Draw on resources within the classroom and local community when exploring the world around students; for example, cultural clubs, community language schools and places of worship.
The impact of changing technology on people's lives and how the technology of the past differs from the technology used today WA2HAKUH3	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 or experience. Teach about technology used in different parts of Australia in the past to establish a shared basis for discussion. Include experiences beyond those of urban Australia.

Year 2

Content descriptions	Language/cultural considerations	Teaching strategies
Questioning and researching Reflect on current understanding of a topic WA2HASKQ1 Pose and respond to reflective questions about objects, people, places and events in the past and present WA2HASKQ2 Locate information from a variety of provided sources WA2HASKQ3 Sort and record selected information and/or data WA2HASKQ4	In English, questions are formed in many ways. 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 origins 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, Kalgoorlie (from the Aboriginal word *Karkurla*) and Perth.
Analysing Process information and/or data collected WA2HASKA1 Explore and discuss points of view WA2HASKA2	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, 'This book is funni**er**'), using 'more' for adjectives with three or more syllables (for example, '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 use as references.
Evaluating Draw conclusions based on information and/or data WA2HASKE1 Participate in decision-making processes WA2HASKE2	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 or 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 WA2HASKC1 Reflect on learning and respond to findings WA2HASKC2	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, key vocabulary lists and support with the technology needed to produce these texts. Give students time to study and research required information before the task.

Year 3

Content descriptions	Language/cultural considerations	Teaching strategies
Civics and Citizenship		
Who makes rules, why rules are important in the school and/or local community, and the consequences of rules not being followed WA3HAKUC1	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, and how students can actively participate and contribute to their local community WA3HAKUC2	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		
The location of Australian states, territories, capital cities and major regional centres of Western Australia WA3HAKUG1	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.
The location and identifying attributes of Australia's major natural features WA3HAKUG2	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.
How language groups of Australia's Aboriginal and Torres Strait Islander peoples divide their Country/Place and how this compares to the surveyed boundaries of Australian states and territories WA3HAKUG3	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.	Create opportunities for Aboriginal and Torres Strait Islander students, families and community members to actively contribute to and enrich learning experiences.
The location of Australia's neighbouring countries and the similarities and differences in natural and human characteristics WA3HAKUG4	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 refer to their understandings or frame information from their culture in positive ways. Where available, bilingual assistants and parents are sources of valuable information and support.

Content descriptions	Language/cultural considerations	Teaching strategies
History		
One important example of change and one important example of continuity over time in the local community, region or state/territory WA3HAKUH1	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.
The role that different cultural groups have played in the development and character of the local community compared with development in another community WA3HAKUH2	The EAL/D students in the classroom and their families are part of the local community. Their experiences should be part of exploring diversity and thus acknowledging diversity as normal and part of everyday life.	Parents are a valuable resource for sharing information in the classroom.
Significant events, symbols and emblems that are important to Australia's shared identity and diversity, and how they are celebrated, commemorated or recognised in Australia WA3HAKUH3	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 understanding prior to embarking on topics of study. Excursions, hands-on activities, guest speakers, images and artifacts in the classroom may all help to build shared knowledge, as well as provide concrete reference points to support students' English language understanding throughout the topic under study.
Questioning and researching Identify current understanding of a topic WA3HASKQ1 Develop a range of focus questions to investigate WA3HASKQ2 Locate and collect information from a variety of sources WA3HASKQ3 Record selected information and/or data WA3HASKQ4 Recognise the ethical protocols that exist when gathering information and/or data WA3HASKQ5	In English, questions are created in many ways. For example, 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 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 and navigating this linguistic load may be difficult for some EAL/D students.	Teachers should monitor the language of EAL/D students when they pose questions and explicitly teach English question forms.

Year 3

Content descriptions	Language/cultural considerations	Teaching strategies
Analysing Use criteria for selecting relevant information WA3HASKA1 Interpret information and/or data collected WA3HASKA2 Identify different points of view in information and/or data WA3HASKA3	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, 'This book is funni**er**'), using 'more' for adjectives with three or more syllables (for example, 'This book is **more** beautiful'), 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 use as references.
Evaluating Draw conclusions and give explanations, based on the information and/or data displayed in texts, tables, graphs and maps WA3HASKE1 Use decision-making processes WA3HASKE2	Academic writing can require the use of the passive voice and therefore nominalisation. 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, appropriate to audience and purpose, using relevant terms WA3HASKC1	Text structures vary across the learning areas. For example, historical narratives require the creation of narratives based on researched facts, characters and events and differ from the imaginative narratives that the students will have been constructing in English. Provide EAL/D students with explicit support to understand these different text types.	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.
Reflect on learning and act on findings in different ways WA3HASKC2	The language of feelings and thoughts is difficult for students in the Beginning and Emerging phases of language learning because it is abstract.	Allow students to express their understandings in their first language as a support. Bilingual assistants and family members may be beneficial. Explicitly teach the language of evaluation. Replace basic, repetitive words with more precise adjectives, nouns and adverbs, using tools like word mats. Teach modal verbs and adverbs to express degrees of certainty or necessity.

Year 4

Content descriptions	Language/cultural considerations	Teaching strategies
Civics and Citizenship		
The roles of local government and how members of the community use and contribute to local services WA4HAKUC1 The differences between rules and laws and why laws are important WA4HAKUC2 People belong to diverse groups, such as cultural, religious and/or social groups, and this can shape identity WA4HAKUC3	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 may be 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.	Learn about where EAL/D students' background and remain sensitive to the effects of traumatic situations they may have experienced because of cultural, political or religious persecution. Where available, bilingual assistants and parents are sources of valuable information and support.
Geography		
The main characteristics of the continents of Africa and Europe, and the location of their major countries in relation to Australia WA4HAKUG1	Even everyday vocabulary requires explicit teaching. EAL/D students may not know English vocabulary for everyday objects or common concepts, such as weather, vegetation and animals because they use their mother tongue in these contexts.	Build visual word banks, recognising that images can carry cultural meanings. For example, animals considered pets in Western culture may be viewed elsewhere as pests, food sources or unfamiliar species.
The importance of environments to animals and people, and the different views on how they can be protected WA4HAKUG2	EAL/D students bring culturally specific experiences and knowledge that deepen classroom understanding of this topic.	Structure the program so that all students can contribute their knowledge in different ways.

Year 4

Content descriptions	Language/cultural considerations	Teaching strategies
Sustainable use and management of renewable and non-renewable resources WA4HAKUG3	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. Understandings often assumed in Australian classrooms and the curriculum are not universal. For example, people in other countries or in remote regions of Australia may value and use natural resources differently from those in urban communities in Australia.	Create opportunities for Aboriginal and Torres Strait Islander students, families and community members to actively contribute to and enrich learning experiences. 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 diversity and longevity of Australia's first peoples and the ways they are connected to Country/Place and their pre-contact ways of life WA4HAKUH1	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, refer to their understandings or frame information from their culture in positive ways.
Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival WA4HAKUH2	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 Torres Strait Islander peoples and others and the impact that these interactions and colonisation had on the environment and people's lives WA4HAKUH3	Aboriginal and Torres Strait Islander students may experience distress when learning about the historical and ongoing treatment of Aboriginal and Torres Strait Islander peoples. All students should be aware that there are different perspectives on Australia's history, these topics can be sensitive and may evoke a range of emotional responses.	It is important that different perspectives are treated with respect and that alternative viewpoints are explored authentically rather than tokenistically. Exercise sensitivity when teaching these topics, while ensuring students develop an understanding of the historical events, processes and changes that occurred.

Content descriptions	Language/cultural considerations	Teaching strategies
The journey of **one** world navigator, explorer or trader up to the late 18th century, including their contacts and exchanges with societies in Africa, the Americas, Asia and Oceania WA4HAKUH4	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 all the students' countries of origin when planning which explorer to study.
Questioning and researching Identify current understanding of a topic WA4HASKQ1 Develop a range of focus questions to investigate WA4HASKQ2 Locate and collect information from a variety of sources WA4HASKQ3 Record selected information and/or data WA4HASKQ4 Recognise the ethical protocols that exist when gathering information and/or data WA4HASKQ5	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 with paragraphs in the text under research and guide them to look for specific information in each paragraph.
Analysing Use criteria for selecting relevant information WA4HASKA1 Interpret information and/or data collected WA4HASKA2 Identify different points of view in information and/or data WA4HASKA3	By this year level, English in texts is becoming more abstract and academic and therefore more difficult for EAL/D students. The increasing use of nominalisation in academic language is challenging for all EAL/D students.	For students in the Beginning and Emerging phases of English language learning, carefully explain abstract concepts. For students in the Developing and Consolidating phases of English language learning, unpack the nominalisations and give them practice in forming them.
Evaluating Draw conclusions and give explanations, based on the information and/or data displayed in texts, tables, graphs and maps WA4HASKE1 Use decision-making processes WA4HASKE2	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 sources of support.

Year 4

Content descriptions	Language/cultural considerations	Teaching strategies
Communicating and reflecting Present findings and conclusions in a range of communication forms, appropriate to audience and purpose, using relevant terms WA4HASKC1 Reflect on learning and act on findings in different ways WA4HASKC2	Text structures shift across the learning areas. For example, historical narratives require the creation of narratives based on researched facts, characters and events and differ from the imaginative narratives that students will have been constructing in English. Provide EAL/D students with explicit teaching and support to understand these differences. Similarly, Humanities and Social Sciences reports use different text structures and language features compared with reports in other subjects, such as Science. 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.

Year 5

Content descriptions	Language/cultural considerations	Teaching strategies
Civics and Citizenship		
The key values and features of Australia's democracy and the electoral process WA5HAKUC1 The roles and responsibilities of electors and representatives WA5HAKUC2 How regulations and laws affect the lives of citizens WA5HAKUC3 How citizens with shared beliefs and values work together to achieve a civic goal WA5HAKUC4	Not all EAL/D students will have had the experiences that teachers may consider 'familiar'. Some EAL/D students may also be from countries where there has been longstanding political unrest or 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. Where available, bilingual assistants and parents are sources of valuable 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 multiple opportunities for students to encounter and use vocabulary through labelled concrete objects, topic-related wall displays and personal word books where students can record new words alongside accompanying visuals).

Year 5

Content descriptions	Language/cultural considerations	Teaching strategies
Economics and Business		
The difference between needs and wants, and how they may differ between individuals WA5HAKUE1 Resources can be natural, human, or capital, and how these are used sustainably to make goods and services to satisfy the needs and wants of present and future generations WA5HAKUE2 Due to scarcity, choices need to be made about the use of limited resources and how the alternative use of resources result in the need to consider trade-offs WA5HAKUE3	Students from different cultures will have different perspectives as to the importance and use of different resources and what is a want or a need. For example, the perspectives of students from some 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		
The main characteristics of the continents of South America and North America, and the location of their major countries in relation to Australia WA5HAKUG1	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 (for example, weather, vegetation or 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 places WA5HAKUG2	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 way. Allow students to retain their cultural beliefs while teaching them.
The impact of bushfires, droughts, cyclones, floods or other weather events on environments and communities, and how people can respond WA5HAKUG3	EAL/D students, particularly Aboriginal and Torres Strait Islander students, may bring alternative perspectives to environmental events.	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
History		
The economic, political and social reasons for establishing British colonies in Australia after 1800 WA5HAKUH1	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 patterns of colonial development and settlement and how this impacted upon the environment and the daily lives of the different inhabitants WA5HAKUH2	Aboriginal and Torres Strait Islander students may find offence in the term 'settlement'.	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 events that occurred. Ensure that all students have a shared knowledge and understanding of different historical people and events.
The contribution or significance of **one** individual or group in shaping the Swan River Colony, including their motivations and actions WA5HAKUH3	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 WA5HASKQ1 Develop and refine a range of questions required to plan an inquiry WA5HASKQ2 Locate and collect information and/or data from a range of appropriate primary sources and secondary sources WA5HASKQ3	EAL/D students come into the school and the curriculum at all ages and will be at different stages 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.

Year 5

Content descriptions	Language/cultural considerations	Teaching strategies
Record selected information and/or data using a variety of methods WA5HASKQ4 Use ethical protocols when gathering information and/or data WA5HASKQ5		
Analysing Develop and use criteria to determine the relevancy of information WA5HASKA1 Analyse information and/or data collected WA5HASKA2 Identify different perspectives in information and/or data WA5HASKA3	Identifying a point of view requires the student to be able to decode the text, then analyse the word choice and how it 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 the more advanced 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.
Evaluating Draw and justify conclusions, and give explanations, based on the information and/or data displayed in texts, tables, graphs and maps WA5HASKE1 Use decision-making processes including the use of criteria to assess the possible effects WA5HASKE2	Using abstract language to reflect, evaluate and draw conclusions is more difficult for some EAL/D students due to the substantial linguistic load.	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 and using subject-specific terminology and concepts WA5HASKC1 Reflect on learning, identify new understandings and act on findings in different ways WA5HASKC2	Text structures shift across learning areas. For example, historical narratives require the creation of narratives based on researched facts, characters and events and differ from the imaginative narratives that students construct in English. Provide EAL/D students with explicit teaching and support to understand these differences. Similarly, Humanities and Social Sciences reports use different text structures and language features compared with reports in other subjects, such as Science.	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.

Year 6

Content descriptions	Language/cultural considerations	Teaching strategies
Civics and Citizenship		
The key institutions of Australia's democratic system of government based on the Westminster system, including the monarchy, parliaments and courts WA6HAKUC1 The roles and responsibilities of the three levels of government WA6HAKUC2 How laws are initiated and passed through the federal parliament WA6HAKUC3	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 on when learning new concepts, 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 to reinforce vocabulary learning. Provide multiple opportunities for students to encounter and use new vocabulary through the use of labelled concrete objects, topic-related wall displays and personal word books where students can record new words alongside accompanying visuals.
Economics and Business		
The impact consumer purchasing decisions can have on a family, the broader community and the environment WA6HAKUE1 Businesses provide goods and services in different ways to earn revenue WA6HAKUE2 Influences on consumer choices and strategies that can be used to help make informed personal consumer and financial choices WA6HAKUE3	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 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		
The location of the major countries of the Asia region in	EAL/D students may bring culturally specific experiences and knowledge	Students should be invited to contribute what they know to

Year 6

Content descriptions	Language/cultural considerations	Teaching strategies
relation to Australia and the geographical diversity within the region WA6HAKUG1 The world's cultural diversity, including that of its First Nations peoples who live in different regions in the world WA6HAKUG2 Australia's connection with countries and how these connections change people and places WA6HAKUG3	that deepen classroom understanding of this topic, especially if they are from the countries that are the subject of study.	class discussions. If they are hesitant to talk, teachers can refer to their understandings or frame information from their culture in positive ways.
History		
Key figures, ideas and events that led to Australia's Federation and Constitution, including British and American influences on Australia's system of law and government WA6HAKUH1	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. Aboriginal and Torres Strait Islander students may have alternative perspectives on past historical events.	Ensure a shared understanding of the topic under study, with brief reviews of required prior knowledge before embarking on new topics. Compare historical events in Australia with those of other countries, particularly the home countries of EAL/D students in the classroom. Exercise sensitivity when discussing these past events.
Changes in Australia's political system and to Australian citizenship after Federation and throughout the 20th century that impacted Aboriginal and Torres Strait Islander peoples, migrants, women and children WA6HAKUH2	Aboriginal and Torres Strait Islander students may experience distress when learning about the historical and ongoing treatment of Aboriginal and Torres Strait Islander people. All students should be aware that there are different perspectives on Australia's history, and these topics can be sensitive and may evoke a range of emotional responses.	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
Stories of groups of people who migrated to Australia, including from **one** Asian country, the reasons they migrated and their contributions to society WA6HAKUH3	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 WA6HASKQ1 Develop and refine a range of questions required to plan an inquiry WA6HASKQ2 Locate and collect information and/or data from a range of appropriate primary sources and secondary sources WA6HASKQ3 Record selected information and/or data using a variety of methods WA6HASKQ4 Use ethical protocols when gathering information and/or data WA6HASKQ5	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.
Analysing Develop and use criteria to determine the relevancy of information WA6HASKA1 Analyse information and/or data collected WA6HASKA2 Identify different perspectives in information and/or data WA6HASKA3	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 (many countries do not have school libraries).	Provide study guides, including providing the names of suitable texts or online sites.

Year 6

Content descriptions	Language/cultural considerations	Teaching strategies
Evaluating Draw and justify conclusions, and give explanations, based on the information and/or data displayed in texts, tables, graphs and maps WA6HASKE1 Use decision-making processes including the use of criteria to assess the possible effects WA6HASKE2	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 the more advanced 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 Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms and using subject-specific terminology and concepts WA6HASKC1 Reflect on learning, identify new understandings and act on findings in different ways WA6HASKC2	These text structures require specific elements that may not be familiar to EAL/D students. In addition, past tenses and 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, which other students may find a source of amusement, thus exacerbating the self-consciousness of the student. This is an area that requires 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.

Year 7

Content descriptions	Language/cultural considerations	Teaching strategies
Civics and Citizenship		
Australian Constitution The purpose and value of the Australian Constitution WA7HAKUC1 The three branches of government including the legislature, the executive and the judiciary WA7HAKUC2 The different roles of the House of Representatives and the Senate in Australia's bicameral parliament WA7HAKUC3 The process for constitutional change through a referendum and examples of attempts to change the Australian Constitution by referendum WA7HAKUC4	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 on, 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 multiple opportunities for students to encounter and use new vocabulary through labelled concrete objects, topic-related wall displays and personal word books where students can record new words alongside accompanying visuals.
Australia's legal system How Australia's legal system aims to provide justice, including through the rule of law, presumption of innocence, burden of proof and right to a fair trial WA7HAKUC5	Aboriginal and Torres Strait Islander students may experience distress when discussing the historical treatment of Aboriginal and Torres strait Islander people in Australia's Constitution. Approach these topics sensitively and be mindful that discussions of exclusion, discrimination and inequity may be emotionally challenging for some students. 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 on when learning new concepts, so special attention must be paid to	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 multiple opportunities for students to encounter and use new vocabulary through labelled concrete objects, topic-related wall displays and personal word

Year 7

Content descriptions	Language/cultural considerations	Teaching strategies
	vocabulary development in the classroom.	books where students can record new words, alongside accompanying visuals.
The role of courts, judges, lawyers and court officials in trials WA7HAKUC6	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 because of cultural, political or religious persecution. Where available, bilingual assistants and parents are sources of valuable information and support.
How citizens participate in providing justice through their roles as witnesses and jurors WA7HAKUC7	In some cultures, community decisions are based on 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		
Consumers and businesses Why opportunity cost exists when decisions are made to allocate limited resources to meet unlimited needs and wants WA7HAKUE1	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, such as 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.

Content descriptions	Language/cultural considerations	Teaching strategies
The interdependence between households and businesses using the two-sector circular flow model WA7HAKUE2	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.
How businesses respond to the changing tastes and preferences of consumers WA7HAKUE3	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.
How businesses set prices for a product and how they might adjust the price according to changes in demand WA7HAKUE4	Many ways of understanding the world around us that are reflected in Australian classrooms, and embedded in the curriculum, are shaped by particular cultural, social and historical contexts and may not be shared by all students. For example, concepts such as material and non-material living standards and ideas about work can vary across cultures and societies. EAL/D students may bring diverse experiences and perspectives shaped by different social, economic, political or cultural circumstances. Some may come from communities affected by conflict, displacement or economic challenges, while others may have experienced different educational pathways, employment expectations or access to opportunities.	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.

Year 7

Content descriptions	Language/cultural considerations	Teaching strategies
Innovation and enterprise Different types of business ownership WA7HAKUE5 The concept of innovation and the ways businesses identify and respond to business opportunities WA7HAKUE6 The characteristics of entrepreneurs, including the behaviours and skills they bring to their businesses WA7HAKUE7	Common occupations in urban Australia may not be well known by some EAL/D students. Occupations that are common in other cultures or in rural or remote areas may not be common in urban 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 differences that exist between urban, rural and remote Australia and other countries. Ensure that these discussions are sensitive to the cultural heritage of all students present.
Geography		
Water in Australia The classification of environmental resources as renewable or non-renewable WA7HAKUG1	Different cultures use different ways of classification according to their needs.	Differing perspectives on grouping should be used as an instructional experience, rather than being viewed as deficient.
The location, distribution and variability of Australia's water resources WA7HAKUG2 Water scarcity and what causes it; why it is a problem; and ways of overcoming water scarcity WA7HAKUG3	Many ways of understanding the world that are reflected in Australian classrooms and embedded in the curriculum, are shaped by particular cultural, social and historical contexts and may not be shared by all students. 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.	Explore similarities and differences that exist between urban, rural and remote Australia and other countries. Allow students to express their own opinions and experiences about this topic.
Place and liveability The factors that influence the decisions people make about where to live and their perceptions of the liveability of places WA7HAKUG4 The influence of accessibility to services and facilities on the liveability of places WA7HAKUG5	EAL/D students may bring different perspectives to perceptions of liveability. Many ways of understanding the world that are reflected in Australian classrooms and embedded in the curriculum are shaped by particular cultural, social and historical contexts and may not be shared by all students. For example, concepts such as material and non-material living standards and ideas about	Allow students to express their own opinions and experiences about this topic. Make active use of the cultural resources of EAL/D students when exploring place and liveability 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 liveability

Content descriptions	Language/cultural considerations	Teaching strategies
The influence of environmental quality on the liveability of places WA7HAKUG6 The strategies used to enhance the liveability of places for different groups in society WA7HAKUG7	liveability can vary across cultures and societies. EAL/D students may bring diverse experiences and perspectives shaped by different social, economic, political or cultural circumstances. Some may come from communities affected by conflict, displacement or economic challenges, while others may have experienced different educational pathways, employment expectations or access to opportunities. All these experiences will influence what choices people can make in their lives and what their view of liveability is.	and choice 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.
History		
Deep Time History of Australia Major time periods in history, including Deep Time History of Australia WA7HAKUH1 How Aboriginal and Torres Strait Islander peoples are the world's oldest continuing cultures, displaying evidence of both continuity and change over Deep Time WA7HAKUH2 The development of early innovative technologies by Aboriginal and Torres Strait Islander peoples and how they were developed in different places WA7HAKUH3 The importance of conserving cultural heritage in collaboration with Aboriginal and Torres Strait Islander peoples WA7HAKUH4	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.	Create opportunities for Aboriginal and Torres Strait Islander students, families and community members to actively contribute to and enrich learning experiences. Exercise sensitivity when discussing cultural heritage.
The ancient world (Egypt, Greece, Rome, India or China)	EAL/D students may bring different perspectives to these events. Each culture views	Alternative views of history should be respected and explored

Year 7

Content descriptions	Language/cultural considerations	Teaching strategies
Time frame and location of the ancient civilisation WA7HAKUH5 How the physical environment influenced the development of the ancient society WA7HAKUH6 The significant beliefs, values and practices of the ancient society in at least **one** of the following areas: everyday life, warfare, religion, death and funerary customs WA7HAKUH7 The role of a significant individual in the ancient society's history WA7HAKUH8	historical events differently depending on how it affected them. Learning about unfamiliar cultures and events in another language can be both confusing and tiring (meaning that students miss some of the information) due to the significant cognitive load.	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 perspectives WA7HASKQ1 Construct a range of questions, propositions and/or hypotheses WA7HASKQ2 Use a variety of methods to collect relevant information and/or data from a range of appropriate sources, such as print, digital, audio, visual and fieldwork WA7HASKQ3 Select the best method for recording selected information and/or data WA7HASKQ4 Identify differences in terms of origin and purpose between primary sources and secondary sources WA7HASKQ5	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 and build their capacity to locate and sort appropriate information.

Content descriptions	Language/cultural considerations	Teaching strategies
Use appropriate ethical protocols to plan and conduct an inquiry WA7HASKQ6		
Analysing Use criteria to select relevant information and/or data such as accuracy, reliability, currency and usefulness to the question WA7HASKA1 Interpret information and/or data to identify key relationships and/or trends displayed in various formats WA7HASKA2 Identify points of view and perspectives, attitudes and/or values in information and/or data WA7HASKA3 Translate information and/or data from one format to another WA7HASKA4 Apply subject-specific skills and concepts in familiar and new situations WA7HASKA5	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 lunisolar calendar backgrounds.	Ensure that all students are familiar with the expectations of tasks and provided with models of texts.
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 WA7HASKE1	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 the more advanced 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.

Year 7

Content descriptions	Language/cultural considerations	Teaching strategies
Communicating and reflecting Represent information and/or data using appropriate formats to suit audience and purpose WA7HASKC1 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 WA7HASKC2 Reflect on learning to review original understandings and/or determine actions in response to events, challenges, developments, issues, problems and/or phenomena WA7HASKC3	These text structures require specific elements that may not be familiar to EAL/D students. In addition, past tenses and 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 which other students may find a source of amusement, thus exacerbating the self-consciousness of the student. This is an area that requires 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 (**syl**lable). An EAL/D student may just as easily say 'syll**a**ble' or 'sylla**ble**', thus making the word more difficult to comprehend.

Year 8

Content descriptions	Language/cultural considerations	Teaching strategies
Civics and Citizenship		
Freedom and democracy The freedoms that enable active participation in Australia's democracy within the bounds of the law, including freedom of speech, association, assembly, religion and movement WA8HAKUC1 The election process and how government is formed WA8HAKUC2	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 be 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 because of cultural, political or religious persecution. Where available, bilingual assistants and parents are sources of valuable information and support.
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 WA8HAKUC3	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 revisited. Provide multiple opportunities for students to encounter and use vocabulary through labelled concrete objects, topic-related wall displays and personal word books where students can record new words alongside accompanying visuals.

Year 8

Content descriptions	Language/cultural considerations	Teaching strategies
Law and order How statute law is made in Australia through parliaments WA8HAKUC4 How common law is made in Australia through the courts WA8HAKUC5 The types of law in Australia, including criminal law and civil law, and the place of Aboriginal and Torres Strait Islander peoples' customary law WA8HAKUC6 Young people's rights and responsibilities when interacting with law enforcement WA8HAKUC7	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 because of cultural, political or religious persecution. Where available, bilingual assistants and parents are sources of valuable information and support.
Economics and Business		
Australia's mixed market economy The way markets in Australia influence decisions about the allocation of resources to the production of goods and services WA8HAKUE1 How the demand and supply model shows the interactions between consumers and businesses WA8HAKUE2 Australia's system of taxation and why the government collects taxation revenue WA8HAKUE3 How the government is involved in the market by providing some types of goods and services that are not sufficiently supplied by the market WA8HAKUE4	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).

Content descriptions	Language/cultural considerations	Teaching strategies
Work and financial decision-making The reasons individuals work; the types of work they are involved in; and how they may derive an income WA8HAKUE5 Factors that influence major consumer and financial decisions WA8HAKUE6 Ways that individuals plan and budget to achieve short-term and long-term financial goals WA8HAKUE7 The rights and responsibilities of consumers and businesses in Australia WA8HAKUE8	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.	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.
Geography		
Landforms, landscapes and hazards The different types and spatial distribution of Australia's distinctive landscapes and significant landforms WA8HAKUG1	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 WA8HAKUG2	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.	Create opportunities for Aboriginal and Torres Strait Islander students, families and community members to actively contribute to and enrich learning experiences.
The causes, spatial distribution, impacts and responses to a geomorphic hazard WA8HAKUG3 How the impacts of a geomorphic hazard are influenced by social, cultural and economic factors WA8HAKUG4	When describing abstract concepts, EAL/D students may be unable to follow the information. This is because they must decode unfamiliar academic language while simultaneously processing complex, non-physical ideas without concrete anchors.	Use visuals, models and labelled diagrams to support students' understanding.

Year 8

Content descriptions	Language/cultural considerations	Teaching strategies
The causes and consequences of urbanisation in Australia and **one** other country from the Asia region WA8HAKUG5	EAL/D students may bring different perspectives to these events, depending on how they have been affected by them.	Invite students to share information and perspectives and consider that some students who are from these regions may have more understanding and knowledge of this topic.
The reasons for, and effects of, internal migration in Australia WA8HAKUG6 The reasons for, and effects of, international migration in Australia WA8HAKUG7	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 feel included in an Australian classroom.	Invite students to share information and perspectives and, where appropriate and comfortable for them, their own personal experiences of migration.
History		
Investigating medieval Europe The way of life in a feudal society and the roles and relationships of different groups in society WA8HAKUH1	EAL/D students may bring different perspectives to these events. Each culture views historical events differently depending on how it affected them. 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, students from China 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.

Content descriptions	Language/cultural considerations	Teaching strategies
Continuity and change in society in at least one of the following areas: crime and punishment; military and defence systems; towns, cities and commerce WA8HAKUH2 A significant individual, event or development in the medieval period WA8HAKUH3 The transformation of the medieval world to the early modern world, including the causes, impacts and significance of at least one of the following on European society: the Black Death, scientific advancement, cultural and intellectual revival WA8HAKUH4 **Industrial Revolution (1750–1914)** The social, economic, political, technological and/or environmental causes of the Industrial Revolution in Europe in the late 18th and 19th century WA8HAKUH5	EAL/D students may bring different perspectives 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 feel 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 during the medieval period. 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.
The different experiences of men, women and/or children during the Industrial Revolution WA8HAKUH6 The short- and long-term effects of the Industrial Revolution WA8HAKUH7	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 feel 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.

Year 8

Content descriptions	Language/cultural considerations	Teaching strategies
Questioning and researching Identify current understandings to consider possible gaps and/or misconceptions, new knowledge needed and challenges to personal perspectives WA8HASKQ1 Construct a range of questions, propositions and/or hypotheses WA8HASKQ2 Use a variety of methods to collect relevant information and/or data from a range of appropriate sources, such as print, digital, audio, visual and fieldwork WA8HASKQ3 Select the best method for recording selected information and/or data WA8HASKQ4 Identify differences in terms of origin and purpose between primary sources and secondary sources WA8HASKQ5 Use appropriate ethical protocols to plan and conduct an inquiry WA8HASKQ6	The skill of 'questioning' and of challenging commonly held beliefs is not natural to all students; some students may have a cultural heritage that is particularly authoritarian in nature and/or structure. EAL/D students have culturally specific experiences and knowledge that may give them alternative perspectives. Some EAL/D students may be from countries where questioning political, cultural or religious views is unacceptable or even punishable. 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).	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. Where available, bilingual assistants and parents are sources of valuable information and support. 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.
Analysing Use criteria to select relevant information and/or data such as accuracy, reliability, currency and usefulness to the question WA8HASKA1 Interpret information and/or data to identify key relationships and/or trends displayed in various formats WA8HASKA2 Identify points of view and perspectives, attitudes and/or values in information and/or data	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 the more advanced 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.

Content descriptions	Language/cultural considerations	Teaching strategies
WA8HASKA3 Translate information and/or data from one format to another WA8HASKA4 Apply subject-specific skills and concepts in familiar and new situations WA8HASKA5		
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 WA8HASKE1	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, using modal verbs, such as 'might', 'may', 'should' and 'could', to pass a judgement on the source, and the comparatives 'more', 'less', 'reputable'.
Communicating and reflecting Represent information and/or data using appropriate formats to suit audience and purpose WA8HASKC1 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 WA8HASKC2 Reflect on learning to review original understandings and/or determine actions in response to events, challenges, developments, issues, problems and/or phenomena WA8HASKC3	Some text structures may not be familiar to EAL/D students. 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). In addition, past tenses and the passive voice may be required. Oral presentations may cause anxiety for some EAL/D students for a variety of reasons, including concerns about speaking in front of peers, a lack of confidence using English, or uncertainty about 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.

Year 9

Content descriptions	Language/cultural considerations	Teaching strategies
Civics and Citizenship		
The role of political parties and independent representatives in Australia's system of government WA9HAKUC1	New and abstract concepts can be confusing for some 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 citizens' choices are shaped at election time WA9HAKUC2	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 media and other emerging technologies are used to influence people's understanding of political issues WA9HAKUC3	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.
How young people can participate in and contribute to civic life in Australia and as a global citizen WA9HAKUC4	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 understanding, such as drawing, labelling, choosing from a range of answers, tables and notes or completing graphic organisers.
Australian court system The key features and jurisdictions of Australia's court system, and the operations of courts WA9HAKUC5	Legal terms and language are 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 WA9HAKUC6	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 WA9HAKUC7	Learning highly abstract concepts and subject-specific vocabulary simultaneously can be daunting for EAL/D students as they face the double burden of learning complex academic content while still acquiring the language needed to explain it.	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 interdependence of households, businesses, and the financial, government and overseas sectors using the five-sector circular flow model WA9HAKUE1	New and abstract concepts can be confusing for EAL/D students as they must decode unfamiliar academic language while simultaneously processing complex, non-physical ideas. This dual cognitive load can be overwhelming.	Provide scaffolds for the introduction of abstract concepts for EAL/D students (for example, graphic organisers, flow charts, diagrams and pictures).
Who Australia trades with; what they trade; and the reasons for this trade, including specialisation WA9HAKUE2	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.
Economics and Business **Australia and the global economy** The interdependence of households, businesses, and the financial, government and overseas sectors using the five-sector circular flow model WA9HAKUE1	New and abstract concepts can be confusing for EAL/D students as they must decode unfamiliar academic language while simultaneously processing complex, non-physical ideas. This dual cognitive load can be overwhelming.	Provide scaffolds for the introduction of abstract concepts for EAL/D students (for example, graphic organisers, flow charts, diagrams and pictures).
Who Australia trades with; what they trade; and the reasons for this trade, including specialisation WA9HAKUE2	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.

Year 9

Content descriptions	Language/cultural considerations	Teaching strategies
Why and how participants in the global economy are dependent on each other; the effects of globalisation; and the impacts of global events on Australian consumers and businesses WA9HAKUE3 **Opportunities, risks and rewards** How businesses seek to create and maintain a competitive advantage in a global and/or domestic market WA9HAKUE4 How Aboriginal and Torres Strait Islander businesses develop opportunities in the market WA9HAKUE5 Why and how individuals manage financial investment risks and rewards WA9HAKUE6 The ways consumers can practise personal financial safety WA9HAKUE7	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. Abstract and technical vocabulary are 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.
Geography		
Biomes and food security The characteristics and spatial distribution of biomes as regions with distinctive climates, soils and vegetation WA9HAKUG1	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 or oral).
The ways that humans in the production of food and fibre have altered some biomes WA9HAKUG2 The challenges to food production, including climate change and at least one other of the following: land and water degradation, shortage of fresh water, competing land uses in Australia and the world WA9HAKUG3	Many ways of understanding the world that are reflected in Australian classrooms and embedded in the curriculum, are shaped by particular cultural, social and historical contexts and may not be shared by all students. For example, how people value and use the environment and natural resources in other countries or in remote regions of Australia may be very different compared with urban communities in Australia.	Explore similarities and differences that exist between urban, rural and remote Australia and other countries. Allow students to express their own opinions and experiences about this topic.

Content descriptions	Language/cultural considerations	Teaching strategies
The effects of world population growth on global food security; the solutions for Australia and the world to achieve food security; and the implications for environmental sustainability WA9HAKUG4		
Geographies of interconnections The perceptions people have of place, and how this influences their connections to different places WA9HAKUG5 The ways transportation, and information and communication technologies (ICT) are used to connect people to services, information and people in other places WA9HAKUG6 The ways that places and people are interconnected with other places through trade in goods and services, at different scales WA9HAKUG7 The effects of people's travel, recreation, cultural or leisure choices on places, and the implications for the sustainability of these places WA9HAKUG8	Many ways of understanding the world that are reflected in Australian classrooms and that are embedded in the curriculum, are shaped by particular cultural, social and historical contexts and may not be shared by all students. For example, technologies have had different impacts on the lives of people in other countries or in remote regions of Australia compared to 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		
Australian history (1750–1914) The causes of European imperial expansion and the movement of peoples in the late 18th and early 19th centuries WA9HAKUH1	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 Humanities and Social Sciences 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.

Year 9

Content descriptions	Language/cultural considerations	Teaching strategies
The effects of colonisation on Aboriginal and Torres Strait Islander peoples WA9HAKUH2 Significant individuals and events in the development of Australian society during the time period WA9HAKUH3 Different experiences of Aboriginal and Torres Strait Islander peoples, colonisers and non-European settlers WA9HAKUH4	Aboriginal and Torres Strait Islander students may experience distress when discussing the historical and ongoing treatment of Aboriginal and Torres Strait Islander people, as these experiences have often been characterised by discrimination, exclusion and inequity.	Exercise sensitivity when dealing with topics and while teaching about the actual events that occurred.
Investigating World War I The causes of World War I and the reasons why people enlisted to fight in the war for Australia WA9HAKUH5 The places where people from Australia fought, including Gallipoli and the Western Front, and the types of warfare during World War I WA9HAKUH6 The impacts of World War I on the Home Front including at least **two** of the following: the use of propaganda, the role of women, political debates about conscription, relationships with the British Empire, the experiences of returned soldiers including Aboriginal and Torres Strait Islander peoples WA9HAKUH7 The commemoration of World War I, including debates about the nature and significance of the Anzac legend WA9HAKUH8	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.	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.

Content descriptions	Language/cultural considerations	Teaching strategies
Questioning and researching Identify current personal knowledge, gaps, misconceptions, currency of information, personal perspective and possible perspectives of others WA9HASKQ1 Construct, select and evaluate a range of questions and hypotheses involving cause and effect, patterns and trends, and different perspectives WA9HASKQ2 Analyse and clarify the purpose of an inquiry using appropriate methodologies, ethical protocols and concepts to plan for, and inform, an investigation WA9HASKQ3 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 with and without the use of digital and spatial technologies WA9HASKQ4 Identify the origin, purpose and context of primary sources and/or secondary sources WA9HASKQ5 Use appropriate ethical protocols, including specific formats for acknowledging information produced by others and understand that these formats vary between organisations WA9HASKQ6	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.

Year 9

Content descriptions	Language/cultural considerations	Teaching strategies
Analysing Use criteria to analyse the reliability, bias, usefulness and currency of primary sources and/or secondary sources WA9HASKA1 Analyse information and/or data in different formats WA9HASKA2 Account for different interpretations and points of view/perspectives in information and/or data WA9HASKA3 Analyse the 'big picture' WA9HASKA4 Apply subject-specific skills and concepts in familiar, new and hypothetical situations WA9HASKA5	Time is not seen as a linear construct in all cultures, so reading timelines may initially cause confusion for some EAL/D students. Teachers should be mindful that the backward documentation of time in the BCE 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 lunisolar 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 and the Islamic calendar).
Evaluating Draw evidence-based conclusions by evaluating information and/or data, taking into account ambiguities and multiple perspectives; negotiate and resolve contentious issues; propose individual and collective action in response to contemporary events, challenges, developments, issues, problems and/or phenomena WA9HASKE1 Critically evaluate information and/or data and ideas from a range of sources WA9HASKE2	Some students may not be comfortable with questioning an accepted 'expert' in a field if it runs against what they've 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 appropriate language; for example, using modal verbs such as 'might', 'may', 'should' or 'could' to pass a judgement on the source and the comparative adjectives 'more/less' when comparing sources, i.e. 'he is more reputable than the other author'.

Content descriptions	Language/cultural considerations	Teaching strategies
Communicating and reflecting Select a range of appropriate formats based on their effectiveness to suit audience and purpose, using relevant digital technologies as appropriate WA9HASKC1 Reflect on why all findings are tentative WA9HASKC2 Develop texts, particularly explanations and discussions, using evidence from a range of sources to support conclusions and/or arguments WA9HASKC3 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 WA9HASKC4 Compare evidence to substantiate judgements WA9HASKC5 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 WA9HASKC6	Abstract and technical vocabulary are 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 presentations may cause anxiety for some EAL/D students for a variety of reasons including concerns about speaking in front of peers, a lack of confidence using English, or uncertainty about 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.

Year 10

Content descriptions	Language/cultural considerations	Teaching strategies
Civics and Citizenship		
Protecting democracy The key features and values of Australia's system of government compared with another system of government in the Asia–Pacific region WA10HAKUC1	EAL/D students may have deep knowledge of and personal experience with these overseas systems and may be able to provide a 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.
The threats to Australia's democracy and other democracies WA10HAKUC2	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 safeguards that protect Australia's democratic system and society, including shared values and the right to dissent within the bounds of the law WA10HAKUC3 The role of the High Court, including interpreting the Constitution WA10HAKUC4	The use of highly nominalised vocabulary when discussing formal legal documents may cause confusion for EAL/D students.	Create word walls where students can group words with common roots. This will assist them in remembering meaning and spelling.
Australia as a global citizen Australia's roles and responsibilities at a global level WA10HAKUC5 The international agreements the Australian Government has ratified and how they shape policies and laws, including their response to the United Nations Declaration on the Rights of Indigenous Peoples WA10HAKUC6	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 Aboriginal and Torres Strait Islander people do not experience the same access to health care and education as other Australians, and 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 How the business cycle model shows changes in economic activity over time WA10HAKUE1 Indicators of economic performance and how Australia's economy is performing including the economic growth rate, unemployment rate and inflation rate WA10HAKUE2 The links between economic performance and living standards and the variations that exist within Australia WA10HAKUE3 The distribution of income and wealth in the economy and the ways in which governments can redistribute income WA10HAKUE4 The ways that governments influence the economy to improve economic performance and living standards, and to manage the effects of externalities WA10HAKUE5	Abstract and technical vocabulary are required to process this content knowledge. The language is dense and uses 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.
The changing world of business Ways that businesses respond to changing economic conditions WA10HAKUE6	Learning and using subject-specific vocabulary can be confusing for EAL/D students and difficult to remember because of the significant linguistic workload.	Create word walls where students can group words with common roots (for example, 'aqua', 'aquatic' and 'aquarium'). This will assist them in remembering meaning and spelling.
Processes that businesses use to improve productivity WA10HAKUE7	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.

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Content descriptions	Language/cultural considerations	Teaching strategies
The role of ethical decision-making in production and consumption WA10HAKUE8 The way the work environment is changing in Australia and the implications for current and future work WA10HAKUE9	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 because of the significant linguistic workload. 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' or 'less' 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.
Geography		
Environmental change and management The human-induced changes that challenge the sustainability of natural environments WA10HAKUG1	EAL/D students may not have the English language skills, nor 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.
The environmental world views of people, including Aboriginal and Torres Strait Islander peoples' approaches to custodial responsibilities, and their implications for environmental management WA10HAKUG2 The causes and consequences of one environmental change at a local, national or global scale	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.

Content descriptions	Language/cultural considerations	Teaching strategies
WA10HAKUG3 The responses to manage the environmental change and the application of environmental, economic and social criteria in evaluating these management responses WA10HAKUG4		
Geographies of human wellbeing The methods used to measure spatial variations in human wellbeing and development WA10HAKUG5 The reasons for spatial variations between Australia and one less economically developed country in selected indicators of human wellbeing WA10HAKUG6 The issues affecting human wellbeing and development in Australia and one less economically developed country WA10HAKUG7 The role of international and national government and non-government organisations' initiatives in improving human wellbeing in Australia and other countries WA10HAKUG8	Students from different cultures will have different perspectives as to human wellbeing and development. For example, the perspectives of students from some 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.
History		
Investigating World War II The causes of World War II WA10HAKUH1	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.

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Content descriptions	Language/cultural considerations	Teaching strategies
The experiences of service personnel from Australia during World War II, including at least one of the following: prisoners of war, the North Africa Campaign, Kokoda, the fall of Singapore WA10HAKUH2	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 uncomfortable about 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.
The impact of World War II on the Home Front, including at least one of the following: the bombing of Darwin, the changing roles of women, the use of wartime government controls WA10HAKUH3 Significant events of World War II, including the Holocaust and use of the atomic bomb WA10HAKUH4 **Investigating rights and freedoms** The origins and significance of the Universal Declaration of Human Rights, including Australia's involvement in the development of the declaration WA10HAKUH5 The background to Aboriginal and Torres Strait Islander peoples' campaigns for rights and freedoms before 1965 WA10HAKUH6 The significant events in the movement for the civil rights of Aboriginal and Torres Strait Islander peoples and the extent to which they contributed to change WA10HAKUH7	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. 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.

Content descriptions	Language/cultural considerations	Teaching strategies
The continuing efforts to create change in the rights and freedoms in Australia for Aboriginal and Torres Strait Islander peoples, and one other group WA10HAKUH8		
Questioning and researching Identify current personal knowledge, gaps, misconceptions, currency of information, personal perspective and possible perspectives of others WA10HASKQ1 Construct, select and evaluate a range of questions and hypotheses involving cause and effect, patterns and trends, and different perspectives WA10HASKQ2 Analyse and clarify the purpose of an inquiry using appropriate methodologies, ethical protocols and concepts to plan for, and inform, an investigation WA10HASKQ3 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 with and without the use of digital and spatial technologies WA10HASKQ4 Identify the origin, purpose and context of primary sources and/or secondary sources WA10HASKQ5 Use appropriate ethical protocols, including specific formats for acknowledging information produced by others and understand that these formats vary between organisations WA10HASKQ6	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.

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Content descriptions	Language/cultural considerations	Teaching strategies
Analysing Use criteria to analyse the reliability, bias, usefulness and currency of primary sources and/or secondary sources WA10HASKA1 Analyse information and/or data in different formats WA10HASKA2 Account for different interpretations and points of view/perspectives in information and/or data WA10HASKA3 Analyse the 'big picture' WA10HASKA4	Time is not seen as a linear construct in all cultures, so reading timelines may initially cause confusion for some EAL/D students. Teachers should be mindful that the backward documentation of time in the BCE 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 lunisolar 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 or the Islamic calendar.
Evaluating Draw evidence-based conclusions by evaluating information and/or data, taking into account ambiguities and multiple perspectives; negotiate and resolve contentious issues; propose individual and collective action in response to contemporary events, challenges, developments, issues, problems and/or phenomena WA10HASKE1 Critically evaluate information and/or data and ideas from a range of sources WA10HASKE2	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, using modal verbs such as 'might', 'may', 'should' and 'could' to pass a judgement on the source and the comparative more/less reputable.

Content descriptions	Language/cultural considerations	Teaching strategies
Communicating and reflecting Select a range of appropriate formats based on their effectiveness to suit audience and purpose, using relevant digital technologies as appropriate WA10HASKC1 Reflect on why all findings are tentative WA10HASKC2 Develop texts, particularly explanations and discussions, using evidence from a range of sources to support conclusions and/or arguments WA10HASKC3 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 WA10HASKC4 Compare evidence to substantiate judgements WA10HASKC5 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 WA10HASKC6	Abstract and technical vocabulary are 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 presentations may cause anxiety for some EAL/D students for a variety of reasons including concerns about speaking in front of peers, a lack of confidence using English, or uncertainty about 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.