

Downloaded from

<https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/languages/french-7-10/languages-sequence-overview/student-diversity> on 04/12/2021 check website for latest version.



School Curriculum
and Standards
Authority

The Authority

Kindergarten to Year 10

Years 11 and 12

Student

 Extranet Login

[Home](#)

[Principles](#) ▾

[Teaching](#) ▾

[Assessing](#) ▾

[Policy](#) ▾

[Re](#)

You are here > [K-10 Outline](#) > [Teaching](#) > [Western Australian Curri](#)
[Languages sequence overview](#) > [Student Diversity](#)

Student Diversity

[Download Curriculum as PDF](#)

Overview

Rationale

Aims

Organisation

Student Diversity

Ways of Teaching

Ways of Teaching Video

Ways of Assessing

General Capabilities

Cross-Curriculum Priorities

Glossary

Scope and Sequence

[◀ Return to Languages](#)

The School Curriculum
a high-quality curriculum
Western Australian

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

Students wit

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

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

In some cases, curr
opportunities for st
Australian Curricul
levels along the Pre
capabilities learning

capability to adjust

Teachers may also
disability to ensure
appropriately meas

English as ar

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

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

While the Western
learning of languag
students' more gen
and holistic approa
capabilities in know
communicative and

In various kinds of literacy (e.g., through the medium of a second language). These processes develop at least two of their conceptual de-

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

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

Gifted and talented

Teachers can use the curriculum to support individual learning and achievement of gifted and talented students.

Teachers can enrich the curriculum to support the learning and achievement of gifted and talented students.

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

[Principles](#)

[Teaching](#)

[Assessing](#)

[Policy](#)

[Resources](#)

Subscribe to our monthly K-10 Circular

[wa.gov.au](https://www.wa.gov.au) 