

Downloaded from

<https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/languages/italian/italian-languages-sequence-overview/student-diversity> on 04/05/2024 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 Curriculum
Italian 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 entitled
drawn from the We
of the range of their
interests and make
the Western Australia
and cross-curriculum
diverse needs of students
learning.

Students with

The Disability Discrimination
2005 require educational
students with disabilities
without disability.

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

In some cases, curriculum
opportunities for students
Australian Curriculum
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 l languages students students' distinctive developed by both experience. These i they bring to the le area within the sch

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

In various kinds of literacy (e.g. through the medium of their language). These people develop at least two literacy skills and their conceptual development.

Aboriginal and Torres Strait Islander literacy to their children on establishing literacy and Torres Strait Islander literacy is regarded as concordant with the language. Although literacy languages are designed to have fundamental value in the bilingual literacy of the community contribute to improve literacy skills.

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

Gifted and talented

Teachers can use the individual learning plan to identify and support the individual learning needs of the student.

Teachers can enrich the learning experience of the student by providing a range of learning activities that are challenging and engaging.

with learning area c
content description
learning continua (e
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](#) 