

<b>Key messages of the key learning areas (KLAs)</b>	
<ul style="list-style-type: none"> <li>• Read the <b>Learning and assessment focus</b> of each KLA and think about how this can assist your planning.</li> <li>• Consider the <b>Ways of working</b>, together with the <b>Knowledge and understanding</b> of the Essential Learnings.</li> <li>• Think about opportunities to embed information and communication technologies (ICTs) in student learning.</li> </ul>	
<b>English</b>	<p>English has five organisers — <b>Speaking and listening, Reading and viewing, Writing and designing, Language elements and Literary and non-literary texts.</b></p> <p><i>Speaking and listening, Reading and viewing, Writing and designing</i> are the modes of the English KLA.</p> <p>Select Knowledge and understanding from at least one of the mode organisers (Speaking &amp; listening, Reading &amp; viewing, Writing &amp; designing), and use together with Knowledge and understanding from Language elements, and Literary and non-literary texts organisers.</p> <p>The Ways of working in English should be used in conjunction with Knowledge and understanding.</p>
<b>Health and Physical Education (HPE)</b>	<p>HPE has three organisers — <b>Health, Physical activity and Personal development.</b></p> <p>Select Knowledge and understanding from one or more of these organisers.</p> <p>The Ways of working highlight the processes necessary for promoting health, developing movement capacities for physical activity and enhancing personal development.</p>
<b>Languages</b>	<p>Languages has two organisers — <b>Comprehending and composing in languages and Intercultural competence and language awareness.</b></p> <p>Consider the students in your class and their stages of language learning. Select Essential Learnings from Beginner, Elementary or Lower Intermediate Stages.</p> <p>Select Knowledge and understanding from the one or both of the organisers.</p> <p>Locate the specific target language Knowledge and understanding for the Comprehending and composing in languages organiser, which can be found in the Languages Other than English (LOTE) curriculum materials for Chinese, French, German, Indonesian, Italian, Japanese and Korean.</p> <p>The Ways of working in Languages should be used in conjunction with Knowledge and understanding.</p>
<b>Mathematics</b>	<p>Mathematics has five organisers — <b>Number, Algebra, Measurement, Chance and data and Space.</b></p> <p>Select Knowledge and understanding from one or more of these organisers.</p> <p>Provide a range and balance of mathematical investigations from real-life to purely mathematical.</p> <p>The Ways of working promote and guide thinking, reasoning and working mathematically through active engagement with mathematical tasks.</p>
<b>Science</b>	<p>Science has five organisers — <b>Science as a human endeavour, Earth and beyond, Energy and change, Life and living and Natural and processed materials.</b></p> <p>Select Knowledge and understanding from one or more of these organisers.</p> <p>When using Knowledge and understanding from <i>Science as a human endeavour</i>, use it with Knowledge and understanding from one or more of the other organisers. This helps situate science in real-world contexts.</p> <p>The Ways of working in science reflect the processes of working scientifically and should be used in conjunction with the Knowledge and understanding to help students construct an understanding of the discipline specific processes and knowledges.</p>
<b>Studies of Society and Environment (SOSE)</b>	<p>SOSE has four organisers — <b>Time, continuity and change (TCC), Place and space (PS), Culture and identity (CI) and Political and economic systems (PES).</b></p> <p>These organisers represent the disciplinary knowledge of the SOSE KLA and also cross the traditional disciplines. For example, History draws on concepts from TCC and CI, and Geography draws on concepts from PS and PES. In a lower secondary setting, courses may be planned as subjects (History, Geography, Civics and Citizenship), using a combination of concepts from these organisers.</p> <p>Select Knowledge and understanding from one or more of these organisers. This helps to develop a depth of understanding by highlighting the interconnections important to the study of societies and environments.</p> <p>The SOSE Ways of working highlight the importance of social and environmental inquiries, and can be used together to reflect an inquiry approach or inquiry model. Student learning can be planned to reflect real-world processes and how social scientists work (e.g. historians, geographers, anthropologists).</p>
<b>Technology</b>	<p>Technology has two organisers— <b>Technology as a human endeavour and Information, materials and systems.</b></p> <p>Knowledge and understanding from these organisers can be used together. This helps to situate technology learning to support the development of understandings about how technology is used and its impacts in real-world contexts.</p> <p>Information, materials and systems (resources) have been combined in one organiser to highlight commonalities.</p> <p>When selecting Knowledge and understanding from this organiser, the focus could be on one or more of the resources — information, materials or systems.</p> <p>The Ways of working in Technology reflect the processes of working technologically and should be used in conjunction with Knowledge and understanding to help students understand the design and development of products.</p>
<b>The Arts</b>	<p>The Arts has five organisers— <b>Dance, Drama, Media, Music and Visual Art.</b></p> <p>Select Knowledge and understanding from the range of arts organisers.</p> <p>The Ways of working highlight the processes of creating, presenting, responding and reflecting. They should be used in conjunction with Knowledge and understanding to enable students to work artistically through active engagement with The Arts strands.</p>