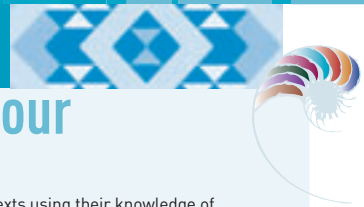


# Learning Languages



## Levels One and Two

## Levels Three and Four

Communication

### Proficiency Descriptor

Students can understand and use familiar expressions and everyday vocabulary. Students can interact in a simple way in supported situations. (Adapted from *Common European Framework for Languages*, Global Scale Level A1: Basic User; Council of Europe, 2001.)

In selected linguistic and sociocultural contexts, students will:

#### Selecting and using language, symbols, and texts to communicate

- Receive and produce information.

#### Managing self and relating to others

- Produce and respond to questions and requests.

#### Participating and contributing in communities

- Show social awareness when interacting with others.



### Language Knowledge

#### Students will:

- Recognise that the target language is organised in particular ways.
- Make connections with their own language(s).

### Cultural Knowledge

#### Students will:

- Recognise that the target culture(s) is (are) organised in particular ways.
- Make connections with known culture(s).

### Proficiency Descriptor

Students can understand and construct simple texts using their knowledge of the target language. Students can describe aspects of their own background and immediate environment. (Adapted from *Common European Framework for Languages*, Global Scale Level A1: Basic User; Council of Europe, 2001.)

In selected linguistic and sociocultural contexts, students will:

#### Selecting and using language, symbols, and texts to communicate

- Understand and produce information and ideas.

#### Managing self and relating to others

- Express and respond to personal needs and interests.

#### Participating and contributing in communities

- Use cultural knowledge to communicate appropriately.



### Language Knowledge

#### Students will:

- Recognise and describe ways in which the target language is organised.
- Compare and contrast languages.

### Cultural Knowledge

#### Students will:

- Recognise and describe ways in which the target culture(s) is (are) organised.
- Compare and contrast cultural practices.

## Levels Five and Six

## Levels Seven and Eight

Communication

### Proficiency Descriptor

Students can understand and produce more complex language. They can communicate beyond the immediate context, for example, about past and future events. Students can understand and produce a variety of text types. (Adapted from *Common European Framework for Languages*, Global Scale Level A2: Strong Waystage Performance; Council of Europe, 2001.)

In selected linguistic and sociocultural contexts, students will:

#### Selecting and using language, symbols, and texts to communicate

- Communicate information, ideas, and opinions through different text types.

#### Managing self and relating to others

- Express and respond to personal ideas and opinions.

#### Participating and contributing in communities

- Communicate appropriately in different situations.



### Language Knowledge

#### Students will:

- Understand ways in which the target language is organised for different purposes.

### Cultural Knowledge

#### Students will:

- Understand ways in which the target culture(s) is (are) organised for different purposes.

### Proficiency Descriptor

Students can use language variably and effectively to express and justify their own ideas and opinions and support or challenge those of others. They are able to use and identify the linguistic and cultural forms that guide interpretation and enable them to respond critically to texts. (Adapted from *Common European Framework for Languages*, Global Scale Level B1: Independent User; Council of Europe, 2001.)

In selected linguistic and sociocultural contexts, students will:

#### Selecting and using language, symbols, and texts to communicate

- Communicate information, ideas, and opinions through increasingly complex and varied texts.

#### Managing self and relating to others

- Explore the views of others, developing and sharing personal perspectives.

#### Participating and contributing in communities

- Engage in sustained interaction and produce extended text.



### Language Knowledge

#### Students will:

- Analyse ways in which the target language is organised in different texts and for different purposes.
- Explore how linguistic meaning is conveyed across languages.

### Cultural Knowledge

#### Students will:

- Analyse ways in which the target culture(s) is (are) organised for different purposes and for different audiences.
- Analyse how the use of the target language expresses cultural meanings.