

Language scope

Learning continuum for oral language—listening and speaking

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
<p>Conceptual understandings</p> <p>The main function of a language is communication</p> <p>Oral speech connects us with the environment</p> <p>Spoken word influences and changes the world.</p>	<p>Conceptual understandings</p> <p>Sounds are connected with objects and symbols</p> <p>Every language has its own structure</p> <p>System of sounds and symbols changes in different languages</p>	<p>Conceptual understandings</p> <p>Oral speech has different functions</p> <p>Each person perceives spoken words differently</p> <p>We are responsible for using rules of language in the right way</p>	<p>Conceptual understandings</p> <p>We learn about national values through language</p> <p>We can transform our knowledge through communication</p> <p>Language helps us to solve communicational problems</p>	<p>Conceptual understandings</p> <p>Spoken and metaphorical languages have different functions</p> <p>We are responsible for correct usage of language tools</p> <p>We transform our language experience and create new language forms</p>
<p>Learning outcomes</p> <p>Learners:</p> <ul style="list-style-type: none"> - understand that any person is a part of the world - perceive and understand oral speech - use skills of intonational design of speech - understand that a language is the main tool for communication – use language tools for solving communicational tasks in appropriate way 	<p>Learning outcomes</p> <p>Learners:</p> <ul style="list-style-type: none"> - use language expressions according to an example - observe different language phenomena - develop the feeling of a language - see the difference between language tools - use signs and symbols to solve language tasks 	<p>Learning outcomes</p> <p>Learners:</p> <ul style="list-style-type: none"> - use language tools according to the communicational conditions - learn about the rules of speech etiquette - get necessary information through different forms of communication - learn to take care of the language and feel responsibility - create speech expressions according to the rules 	<p>Learning outcomes</p> <p>Learners:</p> <ul style="list-style-type: none"> - understand variety of language cultures - respect others - value beauty, expressiveness and originality of a language - use strategies for analysis of language tools - coordinate theoretical knowledge with oral speech practice 	<p>Learning outcomes</p> <p>Learners:</p> <ul style="list-style-type: none"> - compare and learn to live more interesting life - use new terminology in real life situations - learn to avoid or settle conflicts - analyse their own progress in using of language tools - accept different opinions and coordinate positions

Learning continuum for visual language—viewing and presenting

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
<p>Conceptual understandings</p> <p>Visual language is a tool for communication</p> <p>Visual language transfers object meaning</p> <p>We understand the perspective of visual communication in the environment</p>	<p>Conceptual understandings</p> <p>We transform visual text keys in our minds</p> <p>Roles of visual texts can be different</p> <p>We use our visual language experience as a model for creating our own texts</p>	<p>Conceptual understandings</p> <p>We perceive reality and fantasy through visual texts</p> <p>We transform the visual resources to learn more about the world</p> <p>We use visual texts to illustrate the collected data</p>	<p>Conceptual understandings</p> <p>We use visual resources to collect data</p> <p>Every visual text produces its own impact on the viewer</p> <p>We understand the value of visual images for transferring information</p>	<p>Conceptual understandings</p> <p>Inquiry is the main strategy for learning about resources of the visual language</p> <p>We adapt visual and presentation strategies for our personal educational environment</p> <p>We can use visual language to support our collected data and our point of view</p>
<p>Learning outcomes</p> <p>Learners:</p> <ul style="list-style-type: none"> - understand the meaning of visual language - learn to understand the world through visual language - widen the usage of their own visual language - interpret visual texts - use visual tools in appropriate ways 	<p>Learning outcomes</p> <p>Learners:</p> <ul style="list-style-type: none"> - create speech expression consciously according to the visual language system - use signs and symbols for presenting information - learn to create their own visual texts - learn to see the difference between visual texts - use visual text hints in order to choose appropriate data 	<p>Learning outcomes</p> <p>Learners:</p> <ul style="list-style-type: none"> - define visual text resources and understand their connection with the environment - understand their own responsibility for appropriate usage of visual language - organise information according to a visual language - solve creative or research tasks through their own visual language - analyse their own work with visual texts 	<p>Learning outcomes</p> <p>Learners:</p> <ul style="list-style-type: none"> - gain skills for self development - learn to express their own opinion and give arguments - use IT educational tools for creating presentations - use different sources for getting information - learn to present their information in the appropriate way 	<p>Learning outcomes</p> <p>Learners:</p> <ul style="list-style-type: none"> - develop emotional reactions, empathy, kindness, understanding of other people - learn to make a dialogue with the help of visual texts - give arguments to support their point of view using visual language - prepare presentations - follow the rules of information ethics and etiquette

Learning continuum for written language—reading

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
<p>Conceptual understandings Printed word is a model reflecting real and imaginary world</p> <p>Reading influences our personal and social development</p> <p>We perceive books in a different way according to their kinds</p>	<p>Conceptual understandings The perception of graphical symbols in speech has its system</p> <p>We understand the world through sensible reading</p> <p>We understand a language through learning codes and symbols</p>	<p>Conceptual understandings We understand a text through its structure</p> <p>Structure of a text influences our understanding</p> <p>We use our experience as a model in new situations</p>	<p>Conceptual understandings Reading is a system of understanding the environment</p> <p>Reading enriches our imagination</p> <p>Reading connects us with real and imaginary worlds</p>	<p>Conceptual understandings We understand that an author drives our interest to reading</p> <p>Reading influences our learning</p> <p>We understand the value of arguments in supporting our points of view</p>
<p>Learning outcomes Learners: -learn about all kinds of speech activities - improve skills of expressive reading - understand others and be tolerant to their opinion - observe different speech phenomena - develop empathy through reading works of literature</p>	<p>Learning outcomes Learners: - learn to work with different recourses of information - understand the plot and the main idea of a literary work - recast received information - widen reading horizons - use signs and symbols in presenting information in order to solve educational and practical tasks</p>	<p>Learning outcomes Learners: - use language freely in different reading situations - find and formulate the main idea - present collected data - learn to make a plan - learn about the main indicators of a text</p>	<p>Learning outcomes Learners: - learn to estimate language consciously as a spiritual value - understand a place and a role of literary reading in learning about the world - understand behaviour and actions of literary heroes - find out useful and interesting information from texts - create personal position related to other people and the world in general</p>	<p>Learning outcomes Learners: - learn to search for, collect and transform necessary data - use received skills and knowledge in the own speech practice - learn to express their opinion - develop necessity of speech improvement - express their opinion about literary heroes and their actions</p>

Learning continuum for written language—writing

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
<p>Conceptual understandings</p> <p>We understand the role of writing in expressing ourselves</p> <p>Written word influences our perception and understanding</p> <p>Written word produces an impact on a personality and society</p>	<p>Conceptual understandings</p> <p>Written word is a model for transferring oral speech</p> <p>Reading and writing are connected to each other</p> <p>We get our knowledge about the real and imaginary worlds through written speech</p>	<p>Conceptual understandings</p> <p>Different aims of writing influence its structure</p> <p>We perceive written speech subjectively</p> <p>We use different writing mages to influence a reader</p>	<p>Conceptual understandings</p> <p>We understand the value of written speech</p> <p>We are responsible for just assessment of our work and work of others</p> <p>Critical thinking leads to improvement of our work</p>	<p>Conceptual understandings</p> <p>We transfer information in written words through the coordination of language tools</p> <p>We use different forms of written speech for communication</p> <p>We analyse our written works and accept criticism</p>
<p>Learning outcomes</p> <p>Learners:</p> <ul style="list-style-type: none"> - realise their written expression - understand the variety of situations for using written speech - advance a thesis and give a reference to a rule as a proof - use written speech for regulation their actions - dispute about the meaning of a language and speech for people 	<p>Learning outcomes</p> <p>Learners:</p> <ul style="list-style-type: none"> - create their own speech behaviour depending on a situation - use written speech tools to advance their written expression - use written word for making agreements - observe different language phenomena 	<p>Learning outcomes</p> <p>Learners:</p> <ul style="list-style-type: none"> - use language tools in an appropriate way - create written expression according to a situation - create written messages consciously and willingly - learn to create ethic dialogue in written form - learn to understand feelings of other people and show empathy 	<p>Learning outcomes</p> <p>Learners:</p> <ul style="list-style-type: none"> - analyse the tact of speech behaviour - give arguments to support their position and coordinate it with other opinions - see the lack of information and use additional data - set common goals and ways of their realisation - assess own written work and work of others adequately 	<p>Learning outcomes</p> <p>Learners:</p> <ul style="list-style-type: none"> - accept different opinions - draw conclusions and summarise through written communication - use appropriate rules of written speech - assess the correspondence of a written expression - take into consideration the expressions of an addressee