ENGLISH – Curriculum for All Grades

Domains: Standards, Levels of Progression, Benchmarks and Criteria

Standards for Each Domain

Domain	S t a n d a r d
Social Interaction	Pupils interact effectively in English, orally and in writing, in varied social contexts with people from varied linguistic and cultural backgrounds.
Access to Information	Pupils access information in English, from oral and written texts, from a variety of sources and media, making use of that information for a variety of purposes.
Presentation	Pupils present information and ideas in an organized and planned manner in a variety of formats, in both spoken and written English, on a wide range of topics.
Appreciation of Literature and Culture, and Language	upils appreciate literature that is written in English and through it develop sensitivity to a variety of cultures. Pupils appreciate the nature of language and the differences between English and other languages.

Domains: Standards, Levels of Progression, Benchmarks and Criteria

Levels of Progression for Each Domain

Domain	Foundation	Intermediate	Proficiency
Social Interaction	Pupils interact and convey simple messages.	Pupils interact fluently using appropriate register for a limited range of social contexts.	Pupils maintain effective communication, using appropriate register for a wide range of social contexts.
	Pupils interact using basic vocabulary and comprehensible, but not necessarily accurate, syntax.	Pupils interact using a broad range of vocabulary and simple syntactic structures accurately.	Pupils interact using rich vocabulary and complex syntactic structures accurately.

Access to Information	Pupils obtain and use information from short oral and written texts, in simple language, that may include unfamiliar grammatical structures and vocabulary.	Pupils obtain and use information from different sources, that include longer oral and written texts in more complex language, that deal with less familiar topics.	Pupils obtain and use information from unadapted, extended oral and written texts that deal with content in depth.
	Pupils obtain and use information from texts by applying their knowledge about vocabulary, syntax, simple discourse markers, text structure and punctuation.	Pupils obtain and use information from texts by applying knowledge of vocabulary, syntax, morphology and a wider range of discourse markers.	Pupils obtain and use information from texts by applying knowledge of rhetorical organization.
Presentation	Pupils present information about personal topics, orally and in writing, using basic organizational skills.	Pupils present information and ideas about general topics fluently, orally and in writing, using basic organizational skills.	Pupils present information and ideas fluently on a wide range of topics, orally and in writing, using more advanced organizational skills.
	Pupils use basic vocabulary and simple syntax.	Pupils use a broad range of vocabulary and simple syntactic structures accurately and appropriately to the format.	Pupils use rich vocabulary, complex syntactic structures, discourse markers and varied registers to match audience and purpose accurately and appropriately.
Appreciation of Literature, Culture, and Language	Pupils become acquainted with and relate to short literary texts written in simple language, appropriate to their age and interest.	Pupils respond to literary texts.	Pupils gain cultural, historical and social insight from reading unadapted literary texts.
	Pupils are aware that their culture is different from other cultures.	Pupils become acquainted with norms and behaviors in a variety of cultures.	Pupils develop critical perspectives toward different cultural values and norms.
	Pupils appreciate that languages are different.	Pupils are aware of how English differs from their mother tongue.	Pupils gain insight into the complexities of languages.

Domains: Standards, Levels of Progression, Benchmarks and Criteria

Domain of Social Interaction

Standard
Pupils interact effectively in English, orally and in writing, in varied social contexts with people from varied linguistic and cultural backgrounds.

Levels of Progression		
Foundation Level	**Intermediate Level**	**Proficiency Level**
Pupils interact and convey simple messages.	Pupils interact fluently using appropriate register for a limited range of social contexts.	Pupils maintain effective communication, using appropriate register for a wide range of social contexts.
Pupils interact using basic vocabulary and comprehensible, but not necessarily accurate, syntax.	Pupils interact using a broad range of vocabulary and simple syntactic structures accurately.	Pupils interact using rich vocabulary and complex syntactic structures accurately.

Benchmarks for the Domain of Social Interaction		
Pupils will meet the standard for the domain of social interaction when they:		
Foundation	**Intermediate**	**Proficiency**
ask and answer simple questions about familiar topics and everyday situations, such as family, school, personal interests	ask and answer questions about general topics, such as current events, future plans	ask and answer questions on a wide range of general topics, such as social and global issues
express feelings, likes and dislikes	express personal wishes and opinions	express ideas and opinions, providing in-depth explanations
interact for purposes such as giving directions, making requests	interact for purposes such as agreeing and disagreeing, giving instructions, complimenting, giving advice	interact for purposes such as persuading
engage in short conversations	engage in longer conversations	engage in extended conversations, using language to suit context, audience and purpose
give and receive short messages in writing, such as notes, invitations	give and receive information in writing, such as postcards, letters, email messages	

Criteria	Continuum		
	Foundation Level		Proficiency Level
Accuracy	Emerging	→	Accurate
Fluency	Hesitant	→	Fluent
Length	Short	→	Extended
Register	Emergent	→	Appropriate
Syntax	Simple	→	Complex
Topic	Familiar	→	General
Vocabulary	Basic	→	Rich

Domains: Standards, Levels of Progression, Benchmarks and Criteria

Domain of Access to Information

Standard
Pupils access information in English, from oral and written texts, from a variety of sources and media, making use of that information for a variety of purposes.

Levels of Progression		
Foundation Level	**Intermediate Level**	**Proficiency Level**
Pupils obtain and use information from short oral and written texts, in simple language, that may include unfamiliar grammatical structures and vocabulary.	Pupils obtain and use information from different sources that include longer oral and written texts in more complex language that deal with less familiar topics.	Pupils obtain and use information from unadapted, extended oral and written texts that deal with content in depth.
Pupils obtain and use information from texts by applying their knowledge about vocabulary, syntax, simple discourse markers, text structure and punctuation.	Pupils obtain and use information from texts by applying their knowledge of vocabulary, syntax, morphology and a wider range of discourse markers.	Pupils obtain and use information from texts by applying their knowledge of rhetorical organization.

Criteria	Continuum		
	Foundation Level		**Proficiency Level**
Content	Limited	⟶	In-depth
Length	Short	⟶	Extended
Rhetorical Organization	Simple	⟶	Complex
Sources	Limited	⟶	Varied
Syntax	Simple	⟶	Complex
Topic	Familiar	⟶	Less Familiar
Vocabulary	Basic	⟶	Rich

Benchmarks for the Domain of Access to Information		
Pupils will meet the standard for the domain of access to information when they:		
Foundation	**Intermediate**	**Proficiency**

understand the general meaning, main ideas and sequence of events in a text and use this knowledge as needed	understand the main ideas and supporting details in a text and use this knowledge as needed	follow the development of an argument in a range of texts and use this knowledge as needed	
identify different text types and use this knowledge as needed	understand the structure and conventions of different text types and use this knowledge as needed		
identify explicit opinions and feelings	draw inferences in order to identify the points of view in a text, distinguishing fact from opinion	identify the attitudes of the writer and/or speaker	
find out and follow short and simple directions and instructions in familiar contexts	find out and follow directions and instructions in less familiar contexts		
extract information from visual data, such as timetables	interpret information from visual data, such as graphs	transfer information extracted from visual data, such as diagrams	
locate relevant information for a specific purpose	extract relevant information for a specific purpose from different sources	integrate information from different sources for a specific purpose	
use simple information tools such as a glossary, a simplified learner's dictionary and a table of contents	use additional information tools such as a learner's dictionary, an index, guided use of search engines		

Domains: Standards, Levels of Progression, Benchmarks and Criteria

Domain of Presentation

Standard
Pupils present information and ideas in an organized, planned manner in a variety of formats in spoken and written English on a wide range of topics.

Levels of Progression

Foundation Level	Intermediate Level	Proficiency Level
Pupils present information about personal topics, orally and in writing, using basic organizational skills.	Pupils present information and ideas about general topics fluently, orally and in writing, using basic organizational skills.	Pupils present information and ideas fluently on a wide range of topics, orally and in writing, using more advanced organizational skills.
Pupils use basic vocabulary and simple syntax.	Pupils use a broad range of vocabulary and simple syntactic structures accurately and appropriately to the format.	Pupils use rich vocabulary, complex syntactic structures, discourse markers and varied registers to match audience and purpose accurately and appropriately.

Benchmarks for the Domain of Presentation

Pupils will meet the standard for the domain of presentation when they:

Foundation	Intermediate	Proficiency
present information on limited content, supported by visual aids	present information taken from different sources	present information in-depth, synthesizing information from various sources
describe people, places, things and events	react to the content of something read, seen or heard	present an argument for or against a particular point of view
produce a short piece of coherent writing and/or speech that conveys personal experiences	express ideas and opinions about general topics and experiences using main and supporting ideas	
design a means for collecting information, such as a questionnaire and list the results	design different means for collecting information, such as surveys and interviews and report on the results	present conclusions based on the integration of the results of information obtained through different means
use given criteria, such as a checklist, to prepare and improve presentations	review and edit presentations based on feedback from	redraft a presentation, using a variety of tools

| | peers and/or teacher | such as a spell checker | |

Criteria	Continuum	
	Foundation Level	**Proficiency Level**
Accuracy	Comprehensible ⟶	Accurate
Content	Limited ⟶	In-depth
Fluency	Hesitant ⟶	Fluent
Length	Short ⟶	Extended
Organization	Basic ⟶	Advanced
Register	Emergent ⟶	Appropriate
Syntax	Simple ⟶	Complex
Topic	Personal ⟶	General
Vocabulary	Basic ⟶	Rich

Domains: Standards, Levels of Progression, Benchmarks and Criteria

Domain of Appreciation of Literature and Culture, and Language

Standards
Pupils appreciate literature that is written in English and through it develop sensitivity to a variety of cultures. Pupils appreciate the nature of language and the differences between English and other languages.

Appreciation of Literature and Culture - Levels of Progression

Foundation Level	Intermediate Level	Proficiency Level	
Pupils become acquainted with and relate to short literary texts written in simple language, appropriate to their age and interests.	Pupils respond to literary texts.	Pupils gain cultural, historical and social insight from reading unadapted literary texts.	
Pupils are aware that their culture is different from other cultures.	Pupils become acquainted with norms and behaviors in a variety of cultures.	Pupils develop critical perspectives toward different cultural values and norms.	

Appreciation of Language - Levels of Progression

Foundation Level	Intermediate Level	Proficiency Level	
Pupils appreciate that languages are different.	Pupils are aware of how English differs from their mother tongue.	Pupils gain insight into the complexities of languages.	

Benchmarks for the Domain of Appreciation of Literature and Culture

Pupils will meet the standard for the domain of appreciation of literature and culture when they:

Foundation	Intermediate	Proficiency	
are familiar with age-appropriate literary texts	recognize the use of basic literary techniques, such as metaphor, and apply them in creative writing	recognize the use of literary techniques in a variety of genres	
describe main characters, setting and events in literary texts	discuss themes and conflicts in literary texts	interpret literary texts	
communicate a personal response,	express ideas and opinions about literary texts	compare and contrast literary themes and relate to them from a	

verbally and/or visually, to a literary text		personal perspective
	are aware of the social and cultural framework within which literary texts were written	are aware of the author's background and the cultural, historical and/or social themes in literary texts or other cultural products
are familiar with different cultural products and practices	compare different cultural practices, behaviors and traditions with their own	are aware of how cultural practices are reflected in various literary and cultural products

Criteria	C o n t i n u u m	
	Foundation Level	**Proficiency Level**
Cultural Awareness	Limited ⟶	Comprehensive
Interpretation	Concrete ⟶	Abstract

Benchmarks for the Domain of Appreciation of Language

Pupils will meet the standard for the domain of appreciation of language when they:

Foundation	Intermediate	Proficiency	
identify words that are the same in English and in their mother tongue	distinguish between words that sound the same in both languages but have different meanings	are aware that words in English are borrowed from a wide range of languages	
know how word order, sound and writing systems in English are organized and how these elements compare with their mother tongue	compare different elements of English, such as tense and gender, to their mother tongue		
are aware that not all words can be translated on a one-to-one correspondence	are aware that languages use different idiomatic expressions in order to convey the same idea	are aware that languages differ in syntax	
	are aware of differences in cultural conventions in English and their mother tongue, such as in greetings	are aware of the differences in the appropriate use of language and the dynamics of language changes, such as shifts in word connotations	

Criteria	Continuum		
	Foundation Level		**Proficiency Level**
Appropriacy	Emergent	→	Appropriate
Awareness	Limited	→	In-depth
Organization of Language	Word	→	Discourse