

**MINISTRY OF EDUCATION, CULTURE AND RESEARCH  
OF THE REPUBLIC OF MOLDOVA**

# **NATIONAL CURRICULUM**

**Primary education**

## **FOREIGN LANGUAGE I**

- Curriculum
- Implementation guide

**Chisinau, 2018**

This translated version of the National Curriculum for Foreign Languages represents only the English Teaching Curriculum component that has been developed through a partnership between the Ministry of Education and Research of the Republic of Moldova and Peace Corps Moldova within their Memorandum of Understanding signed in 2016.

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## Glossary

1. **CEFR** - Common European Framework Reference for Languages
2. **SPED students** – Students with Special Educational Needs
3. **Content units** - strands (see the full definition below)
4. **EDC** - Education Code of the Republic of Moldova
5. **ERRE model** - Evocation, Making sense/ Realization of Meaning, Reflection, Extension
6. **ENC** - Evaluation of the National Curriculum in General Education
7. **FE/FA** - formative evaluation/assessment
8. **FLI** - The Foreign Language Curriculum I (first foreign language)
9. **Gymnasium** - Junior High School (also called Middle School) is usually grades 5-9 in Moldova, a closer interpretation for “gimnaziu”.
10. **IE /IA**- initial evaluation/assessment
11. **LTD** - the Long-Term Design
12. **MECR** - The Ministry of Education, Culture and Research
13. **Mediation** - activity that allows an accessible (re)formulation of a primary text through translation or interpretation, summary, or synthesis. Linguistic mediation is a type of interaction that takes place among people that are unable to communicate, when speakers do not speak the same language, or when speakers do speak the same language, but one of them has wider or more specific knowledge of the common language.
14. **MFLC** - Massachusetts Foreign Languages Curriculum Framework
15. **NCRF** - National Curriculum Reference Framework
16. **SE/SA** - Summative evaluation/assessment
17. **"Strands"** - structural elements of the curriculum designating the way in which content is organized for the purpose of planning for student learning. The term “strands” is used to indicate: (a) the disciplines within a learning area, e.g., history, geography, economics, and civics under “social studies”, each with its own associated goals for learning; (b) domains that group the related general and specific learning outcomes or objectives within a particular learning area or discipline. For example, in the New Zealand Curriculum of 2007 science education includes “nature of science” as a core unifying strand, and “the living world”, “the planet earth and beyond”, “the physical world” and “the material world” as strands providing contexts for learning. Another example is mathematics which can include, depending on the country, the following content strands: “number sense and operations”, “algebra”, “geometry”, “measurement”, and “statistics and probability”.

\*Supporting note for American users who are not familiar with these local organizations and acronyms used widely in the educational sector and also terms related to the local English Teaching Curriculum.

# 1. Curriculum. Foreign language I

## Overview

The Foreign Language Curriculum I (FL I) for Primary Education is an integral part of the Curriculum for Primary Education within the framework of the National Curriculum which is standards-and content-based. It has been developed to provide a clearly articulated and coordinated approach to the development of communication skills in grades II-IV, and it is designed to complement and enhance the regular classroom curriculum.

The aim of the FL I curriculum for primary education consists of implementation and achievement of the National and European educational policies related to the process of designing-teaching-learning-evaluating the FL I subject at the primary educational level.

The acute need to develop well-grounded guidelines and changes to the curriculum to FL I has been dictated by several factors such as:

- the necessity of starting a new curriculum cycle due to the expiry of the last generation of curriculum, approved for the year 2010;
- elaboration and promotion of new educational and curriculum policies with a view to the development of the overall Education system and of the system of competence training in FL I;
- the review and improvement of the vulnerable aspects detected in the evaluation of the national curriculum, including the FL I curriculum, based on educational experiences gained by the academic Community in public education, as well as the results of the national assessments of pupils' linguistic skills;
- correlation of educational contents from the curriculum in FL I with those in the curriculum of related subjects at the primary level, especially in the area of language and communication;
- the recommendations of the new Common European Framework Reference for Languages (CEFR) where each level is clearly defined as to the development of curriculum for the FL I subject and the effective acquisition of key competences in compulsory education;
- the connection of pupils' skills to language performance levels according to the new additions to the Common European Framework Reference for Languages (2018).

The changes at the European and the national level that led to a systematic review of the curriculum are based on the provisions of several documents that appeared during the monitoring period 2010-2018: The Sectoral strategy "Education 2020" (2014), the Education Code of the Republic of Moldova (2014), , National Curriculum Reference Framework (2017), Efficiency Standards for Foreign Language Learning in Primary and Pre-University Education in the Republic of Moldova (2011) and Evaluation of the National Curriculum in General Education (2018), CICCR (2018). All these documents promote the systemic approach to curriculum, which is a curriculum design model focused on competencies and outcomes (goals), and on the product or on the final acquisitions of the complex teaching-learning-assessment process.

It should also be noted that the development/reconceptualization carried out on the current curriculum had as a premise the new elements of the NCRF: Clear definition of the graduate's profile, specification of the concept of competence, redefinition and articulation of specific skills in a pragmatic and functional perspective, reorganization of certain areas, the appearance of the concept of unit of competence

which replaced sub-competence, etc., all of these are explained in more detail in the Foreign Language Curriculum Implementation Guide I (hereinafter Guide).

All these factors have led to the conceptual orientation of the curriculum at FL I for the primary level toward the training of pupils of the initial competence of reception, production, interaction, and mediation of simple commonly used phrases on familiar subjects in oral/written/online form, assisted by basic cultural appraisal skills, as a basis for their subsequent development at the secondary level. To this end, the curriculum provides for the correct allocation and adequate coverage of educational content, outlining the specific outcomes(goals) for each particular grade, taking into account the age, and learning specificities of primary school pupils, adjusting educational content to the current needs of pupils (necessity, utility, pleasure). Thus, at the end of the primary level pupils will have the FL I skills according to level A1 of the CEFR descriptors.

The functions of the FL I curriculum stem from the NCRF provisions and highlight the innovation and design, regulation and criteria, orientation, and synchronization with current national and international tendencies in the education system.

The beneficiaries of this guide are curriculum developers, experts and specialists in the field, the authors of textbooks, manuals and other teaching aids in FL I or FL II, as well as foreign language teachers in educational institutions, teachers in the field of the general Curriculum “Language and communication”, including parents and children learning foreign languages.

The conditions that can ensure the effective implementation of the Primary Education Curriculum and the Curriculum developed in F L I, in particular, are:

- promotion of an effective management of curriculum implementation in primary education, including the FL I curriculum at the national level;
- construction and creation of a learning environment appropriate to the FL I subject;
- deepening of the understanding of a motivational framework by teachers and pupils in the teaching-learning-evaluation process of FL I;
- conscious acceptance by subjects of the educational process of changes within the general curriculum and the FL I in particular;
- creation of an effective partnership with parents and community representatives in supporting education;
- continuous training of teachers at FL I based on national and international professional standards.

Pupils can motivate themselves and become active in the process of their own training in the FL I subject by becoming familiar with the goals designed for the end of each grade at the primary school level. The FC I Curriculum will guide parents to follow along and help their children during their FC I study in the primary school.

## 1.1 The conceptual framework of the Curriculum

The FL I curriculum is an important component of the Curriculum for primary education within the National Curriculum and it consists of a system of concepts, activities, outcomes, and goals, able to ensure the reliability and performance of the FL I subject at this stage of education.

The curriculum for FL I follows the same conceptual benchmarks as the curriculum for primary education, assigning priority to the outcomes and goals that become criteria for the selection and organization of contents, the choice of training and the evaluation strategies.

The FL I Curriculum also is also closely related to the stated concept of the Curriculum for primary education, in accordance with which, the curriculum focuses on the student, on his particularities and needs, with his individual pace of learning and development (the psychocentric approach) and focuses on the assimilation of the value system promoted by society (socio-centric approach).

The Curriculum for FL I is part of the system of products (school programs) for primary education which develops and sets forth what is to be carried out in the given subject in the educational department, being assisted by other products with different functions according to their status in the curriculum paradigm (the planning framework for primary education, curricula for other subjects, school textbooks, methodological guides, multimedia sets, long-term projects, etc.).

As in the Curriculum for primary education, the key strand in the FL I curriculum is the system of goals expressed in terms of competencies. It should be mentioned that the formation of a relevant system of skills is a continual or long-term process of education, interdisciplinary and/or intersectional nature, and complex and completed according to the levels of skills set by **CEFR and developed through learning units, language content and thematic modules, through the gradual accumulation of prior knowledge or units of competence**. Communication in a foreign language, recognized as one of the key European competences is based on the ability to understand, express and decipher thoughts, feelings and facts in oral and written form, from a living or virtual/simulated reality, online or offline, across the four major activities (*reception, production, interaction, mediation*), in an appropriate range of social contexts established by CEFR (professional, public, educational, personal) or in correlation with educational strands (*communication, culture, comparison, connection, community*), completed by the Massachusetts Foreign Language Curriculum (MFLC, 2017), the source of the previous curriculum for the French language in bilingual classes (2008), FL I (2010) and FL II (2016). The current development implicitly maintains the **domain-competence** correlation, including within the communication domain (strand) training in the three language competences defined by CEFR (linguistic, sociolinguistic, and pragmatic) and pluri- and inter-cultural competences within the culture-domain. The competences initiated in the domains of comparison and connection are subsumed into types of approaches (methodological and interdisciplinary), and the civic or pragmatic competence (community strand) increases in importance and it is projected within each competence, according to the new definition of competence based on the attitudes and values, expressed in the NCRF as a desired outcome for the formation of the pupil's personality and his value system during schooling. The appearance of the Complementary Volume at CEFR, in 2018, could imply at the next stage of schooling learning FL II from the 5th grade and the openness to interdisciplinary, and the formation of a new competence with previously developed descriptors (by CEFR): multilingual competence, similar to (multi /inter) cultural competence, the latter proposed for training in this document.

Regarding to the primary education competency framework, it is outlined in the Primary Education Curriculum and is structured as follows:

- A. Key /intersectional /transdisciplinary competences;
- B. Specific competences for particular school subjects;
- C. The units of competence.

This curriculum aims at a more sober structure and further sets out: **Specific Competences for a Subject, Subject Management, Distribution of Hours among the Content Units, Teaching Units, Linguistic Content, Suggestions for Contexts and Communicative Tasks**. The specificity of each of these components is described in the Curriculum for Primary education, under the section **Curriculum: Curriculum product**.

## 1.2 Subject-specific competencies (CEFR Level A1):

**1. Linguistic Competence:** Discrimination of the linguistic elements through the formation of simple, short, and correct messages, showing an interest in valuing the language as a system.

**2. Sociolinguistic Competence:** The use of linguistic elements, demonstrating creativity in the use of the language within the framework of social contact.

**3. Pragmatic Competence:** Adaption of linguistic elements to common /familiar contexts, demonstrating correctness and coherence in structuring the message.

**4. (Multi-/ Inter-) Cultural Competence:** Assessment of the specific elements of the culture of the foreign language studied, expression of interest in and respect for the values of another culture.

## 1.3 Subject management

Subject Name	Subject Status	Curricular Area	Grade	No. hours a week	No. hours per year
Foreign language I	Compulsory	Language and communication	II	2	66
			III	2	66
			IV	2	66



## 1.4 Indicative allocation of hours per content unit

Grade	The units of content	Nr. of hours
II	The pupil's views of himself	8
	Family	8
	Environment	12
	School life	11
	Social relationships	11
	Culture/civilization	11
	<i>Optional content at the teacher's discretion</i>	3
III	The pupil's views of himself	9
	Family	10
	Environment	11
	School life	10
	Social relationships	12
	Culture/civilization	11
	<i>Optional content at the teacher's discretion</i>	3
IV	The pupil's views of himself	10
	Family	10
	Environment	10
	School life	11
	Social relationships	11
	Culture/civilization	11
	<i>Optional content at the teacher's discretion</i>	3

## 1.5. Learning units

The formation of specific competencies of the FL I at the primary level is carried out based on the instructional units provided for each grade. The instructional units are structured on competence units correlated with the content strands according to the CEFR A1 level, the age and interest specificities of the pupils. The content units (strands) are focused on suggestions for communicative and /or functional contexts and situations, language acts and, in the case of the linguistic competence, on the new language elements specific to this subject. Competences and content units (strands) are correlated with the learning activities and recommended concrete outcomes.

## SECOND GRADE

### 1. Linguistic competence: Discrimination of the linguistic elements through the formation of simple, short, and correct messages, showing an interest in valuing the language as a system.

Competence Units (sub-competences)	Content units(strands)	Recommended learning activities and school products (concrete outcomes).
<b>Reception of oral messages</b>		
<p><b>Phonological component:</b></p> <p><b>1.1.</b> Recognition by listening of sounds and groups of sounds specific to the foreign language, (separately uttered) and within words.</p> <p><b>1.2.</b> Ability to distinguish words which contain sounds and groups of sounds specific to the foreign language in simple and familiar contexts, uttered slowly, clearly, and repeatedly.</p> <p><b>Lexical and semantic component:</b></p> <p><b>1.3.</b> Identification by listening of the meaning of words in simple statements.</p> <p><b>Grammatical component:</b></p> <p><b>1.4.</b> Recognition of the grammar structures specific to the foreign language in short, simple sentences.</p>	<p><b>Suggestions for context and communicative tasks:</b></p> <ul style="list-style-type: none"> <li>• The pupil’s views of himself</li> <li>• Family</li> <li>• Environment</li> <li>• School</li> </ul> <p><b>Use of Language:</b></p> <ul style="list-style-type: none"> <li>• To distinguish /notice people /objects</li> <li>• To choose correct information about people /objects</li> <li>• To deduce the meaning of short words /sentences</li> <li>• To locate objects and establish their origin</li> </ul> <p><b>New Language Elements:</b></p> <ul style="list-style-type: none"> <li>• Sounds</li> <li>• Emphasis</li> <li>• Sound groups</li> <li>• Intonation</li> <li>• Simple words</li> <li>• Short and simple statements</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>- Watching short cartoons;</li> <li>- Listening to recorded materials (songs, announcements, lyrics, etc.);</li> <li>- Spelling sounds and groups of sounds;</li> <li>- Association of the message heard with the proper image;</li> <li>- Choice of the correct answer based on the text heard.</li> </ul> <p><b>Concrete Outcomes (school products):</b></p> <ul style="list-style-type: none"> <li>- Simple, short questions and answers;</li> <li>- Short, simple dialogues.</li> </ul>

## Production of oral messages/Mediation

### Phonological component:

**1.5.** Reproduction of sounds and groups of sounds specific to the foreign language, separately and within words.

**1.6.** Application of the patterns of intonation and specific phenomena of communication in the foreign language in simple and familiar contexts.

**1.7.** Reading aloud of some simple, short statements, based on phonological rules.

### Lexical and semantic component:

**1.8.** The use of simple, short words and sentences which contain sounds specific to the foreign language in simple and familiar communicative contexts, by imitating patterns.

### Grammatical component:

**1.9.** The correct use of grammar structures specific to the foreign language, based on models, in short, simple sentences in the familiar contexts.

**1.10.** Application of linguistic rules when reading aloud.

### Suggestions for context and communicative tasks:

- The pupil's views of himself
- Family
- Environment
- School

### Use of Language:

- To greet /Respond to the greeting
- To introduce oneself
- To say goodbye
- To thank someone
- To apologize
- To ask
- To provide and request information about identity
- To name the people or familiar objects
- To indicate the origin of the familiar objects
- To affirm /deny

### New Language Elements:

- Words
- Short and simple statements

### Activities:

- Naming familiar objects and people based on a visual aid;
- Reciting short, simple poems;
- Singing songs;
- Reading aloud words and phrases in a simple and familiar text;
- Presentation of personal items (school supplies school, toys, etc.), indicating the name and an essential feature;
- Imitation of intonation patterns in simple dialogues.

### Concrete Outcomes (school products):

- Simple, short messages;
- Simple, short dialogues;
- Simple, short rhymes;
- Simple, short statements.

## Reception of written messages

### Spelling component:

**1.11.** Recognition through reading of the letters, groups of letters, and syllables, separately and within words, in both printed and handwritten text.

**1.12.** Recognition through reading of simple words /phrases in both printed and handwritten text.

**1.13.** Identification of the contextual meaning of punctuation marks.

### Lexical and semantic component:

**1.14.** Deduction by reading of the meaning of simple, short words and phrases which describe people, objects, and familiar places.

### Suggestions for context and communicative tasks:

- The pupil's own views of himself
- Family
- Environment
- School

### Use of Language:

- To distinguish /notice people /objects
- To choose information about people /objects
- To deduce the meaning of short words /sentences
- To locate objects and establish their origin

### New Language Elements:

- Words
- Short, simple sentences

### Accent marks:

- Groups of letters

### Activities:

- Watching cartoons, movies subtitled in a foreign language;
- Reading words, simple and short sentences;
- Association of words and short sentences with images and symbols;
- Assigning symbols, legends to the short words /phrases;
- Distinguishing the words in a simple sentence.

### Concrete Outcomes (school products):

- Thematic collages;
- Short, simple messages on familiar topics;
- Short, simple answers and questions;
- Short, simple statements;
- Conceptual maps;
- Simple patterns.

## Production of written messages/mediation

### Spelling component:

**1.15.** Writing punctuation (the period, the comma, the question mark, the exclamation point) in short, simple sentences.

**1.16.** Clear and neat handwriting, with correct adherence to the shape and size of the letters, uniform slant, and correct space between the words.

**1.17.** Reproduction of diacritical marks and phonetic symbols (of groups of letters and graphemes) specific to the foreign language.

### Grammatical component:

**1.18.** Completion of a simple pattern in compliance with the spelling rules specific to the foreign language.

### Suggestions for context and

#### communicative tasks:

- The pupil's own views of himself
- Family
- Environment
- School

#### Use of Language:

- To greet /respond to the greeting
- To introduce oneself
- To say goodbye
- To provide and request information about identity
- To thank someone
- To ask
- To state
- To deny

#### New Language Elements:

- Words
- Short, simple sentences
- Accent marks
- Groups of letters

### Activities:

- Transcription of words from a model, in short, simple sentences;
- Completion of a simple description (toys, people, places), indicating the names and the essential characteristics;
- Writing captions for images, and pictures in accordance with known lexis;
- Association of words or short sentences with images or symbols;
- Assigning symbols and legends, to words /short phrases;
- Distinguishing words in a simple sentence;
- Restoring the order of words in a simple sentence;
- Distinguishing letters and, syllables in words and words in sentences;
- Elimination of the odd word;
- Formulating short questions and answers according to a model;
- Completing simple patterns.

#### Concrete Outcomes (school products):

- Thematic collages;
- Short, simple messages on familiar topics;
- Short, simple questions and answers;
- Short, simple statements;
- Conceptual maps;
- Simple patterns.

2. Sociolinguistic competence: The use of linguistic elements, demonstrating creativity in the use of the language within the framework of social contact.

Competence Units (sub-competences)	Content units(strands)	Recommended learning activities and school products (concrete outcomes).
<b>Reception of oral/written/audiovisual messages</b>		
<p><b>2.1.</b> Identification of the meaning of elementary formulas of address, greeting and politeness in short, simple messages to establish social contact.</p> <p><b>2.2.</b> Recognition of the meaning of some short, simple directions, in oral and written form, during learning activities.</p> <p><b>2.3.</b> Understanding of nonverbal language in simple social contexts, through greetings and farewells, through confirming or denying information.</p>	<p><b>Suggestions for context and communicative tasks:</b></p> <ul style="list-style-type: none"> <li>• The pupil's own views of himself</li> <li>• Family</li> <li>• Environment</li> </ul> <p><b>Use of Language:</b></p> <ul style="list-style-type: none"> <li>• To introduce oneself</li> <li>• To greet and respond to the greeting</li> <li>• To say goodbye</li> <li>• To thank someone and respond to thanks</li> <li>• To ask /apologize</li> <li>• To understand directions /instructions regarding school /learning activities</li> <li>• To imitate</li> <li>• To locate people, objects, and places</li> <li>• To say "yes" /"no"</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>- Writing down some words referring to people, objects, and familiar places;</li> <li>- Association of the message heard with the appropriate image;</li> <li>- Choosing the correct answer based on a text read or on an audiovisual aid;</li> <li>- Filling in the gaps in statements with letters /words /drawings;</li> <li>- Elimination of the odd word from a row;</li> <li>- Watching cartoons with subtitles.</li> </ul> <p><b>Concrete Outcomes (school products):</b></p> <ul style="list-style-type: none"> <li>- Simple collage;</li> <li>- Simple rhymes;</li> <li>- Word games;</li> <li>- Conceptual maps;</li> <li>- Short, simple sentences;</li> <li>- Word lists.</li> </ul>

## Production of oral and written messages/Mediation

**2.4.** Reproduction of simple sentences using elementary formulas of address, greeting and politeness to establish social contact in situations of simple communication.

**2.5.** Application of linguistic actions and nonverbal language in simple social contexts expressing gratitude, disagreement, and regret.

### **Suggestions for context and communicative tasks:**

- The pupil's own views of himself
- Family
- Social life

### **Use of Language:**

- To greet
- Say goodbye
- To meet someone new
- To ask
- To say "yes" /"no"
- To apologize
- To thank someone and respond to thanks
- To express regret
- To provide /request information regarding name and age
- To formulate directions /instructions regarding school /learning activities
- To express possession/belonging

### **Activities:**

- Reading aloud words, and simple phrases;
- Transcription /writing /spelling the words;
- Making short, simple questions and answers based on a list of words, standardized expressions;
- Oral presentation of the standardized expressions and statements;
- Brief description of the image;
- Learning by heart and role-playing of short, simple dialogues;
- Completing sentences, simple texts, according to the pattern;
- Writing short, simple texts according to the pattern.

### **Concrete Outcomes (school products):**

- Short, simple sentences;
- Simple forms;
- Short, simple messages;
- Short, simple dialogues.

## The Overall Spoken Interaction

**2.6.** Ability to distinguish elementary formulas for greeting and address proper to the communicative situation.

**2.7.** The expression of interest, gratitude, and affection towards a conversation partner.

**2.8.** Application of nonverbal language within the interaction in simple social contexts.

### **Suggestions for context and communicative tasks:**

- The pupil's own views of himself
- Family
- Social life

### **Use of Language:**

- To greet and respond to the greeting
- To say goodbye
- To express interest /regret
- To apologize
- To thank and respond to thanks
- To comply with directions /instructions regarding school /learning activities
- To select appropriate formal/informal forms of address

### **Activities:**

- Asking questions and giving answers;
- Individual and group performance of songs, and poems;
- Making posters, collages;
- Role-playing short, simple dialogues;
- Posting online greetings with the support of some standard elementary expressions and emoticons;
- Transformation of simple dialogues based on visual aids (images, words, expressions), following a model.

### **Concrete Outcomes (school products):**

- Short, simple dialogues;
- Short, simple messages /online;
- Collage;
- Simple, short /symbolic online answers.



3. Pragmatic competence: Adaptation of the linguistic elements to commonly used/familiar contexts, demonstrating correctness and coherence in structuring the message.

Competence Units (sub-competences)	Content units(strands)	Recommended learning activities and concrete outcomes (school products).
<b>Reception of oral/written messages</b>		
<p><b>3.1.</b> Identifying the overall meaning of simple oral and written messages regarding personal information and familiar objects.</p>	<p><b>Suggestions for context and communicative tasks:</b></p> <ul style="list-style-type: none"> <li>• The pupil’s own views of himself</li> <li>• Family</li> <li>• Social life</li> <li>• Environment/nature</li> <li>• Allophone cultural environment</li> </ul> <p><b>Use of Language</b></p> <ul style="list-style-type: none"> <li>• To recognize (people, objects and familiar actions)</li> <li>• To use simple, clear instructions (to follow instructions in learning activities)</li> <li>• To locate people and familiar objects</li> <li>• To indicate quantity (of objects and people with the help of numbers and figures)</li> <li>• To process information (from a template or simple table)</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>- Watching short, simple cartoons;</li> <li>- Listening to MP3 materials (dialogues, songs, stories, poems);</li> <li>- Utilizing interactive language games;</li> <li>- Identifying familiar items from images or their location on maps, tables, and posters;</li> <li>- Reading short, simple messages;</li> <li>- True or False exercises;</li> <li>- Completing worksheets.</li> </ul> <p><b>Concrete Outcomes (school products):</b></p> <ul style="list-style-type: none"> <li>- Short, clear statements;</li> <li>- Drawings;</li> <li>- Photos;</li> <li>- Collages;</li> <li>- Posters;</li> <li>- Tables;</li> <li>- Comic Strips;</li> <li>- Group projects;</li> </ul>

**Production of oral and written messages /Mediation**

**3.2.** Achievement of communicative functions and simple language (speech) acts, based on schemes or descriptors of oral /written interaction.

**Suggestions for context and communicative tasks:**

- The pupil's own views of himself
- Family
- Social life
- Family
- Environment

**Use of Language:**

- To introduce oneself (using simple linguistic structures)
- To briefly describe familiar (objects using colors and other adjectives)
- To express preferences, physical states, and feelings (via the verb "to be")
- To list vegetables and fruits (presented via a poster or drawing)
- To role-play short conversations
- To complete simple templates with information (flyers, posters, infographics)
- To make a list (shopping list, guest list)
- To thank someone
- To say goodbye
- To count (up to 10)
- To indicate the date

**Activities:**

- Formulating short, simple questions and answers;
- Role - playing simple scenes from familiar stories;
- Learning games;
- Role - playing the content of a simple, short text or dialogue;
- Making short descriptions of people or images;
- Making short, simple dialogues;
- Filling in short, simple forms;
- Completing tables and simple concept maps;
- Taking dictation.

**Concrete Outcomes (school products):**

- Short, clear sentences;
- Speaking about images;
- Descriptions;
- Dialogues;
- Poems;
- Songs;
- Posters;
- Collages;
- Role-playing games (looking for information, paying, thanking);
- Group projects.

### Oral/written/online Interaction /Mediation

**3.3.** Integration of known linguistic structures in short, simple conversations in a physical or online environment.

**Suggestions for Context and communicative tasks:**

- The pupil's own views of himself
- Family
- Social life
- Environment
- Allophone cultural environment

**Use of Language:**

- To create short sentences (about family members, classmates, and friends)
- Short dialogues
- To formulate simple questions and answers (in dialogues about cities, countries, and traditional holidays)
- To close a conversation

**Activities:**

- Description of daily activities using action verbs and simple verb tenses;
- Description of simple conceptual maps;
- Thematic dramatization and role playing;
- Participation in group projects; making posters, collages, photo albums, online greeting cards, or infographics;
- The use of short sentences to introduce themselves or to introduce people and familiar objects;
- Creating short, simple oral and written messages regarding personal information, immediate needs, people, and familiar objects;
- Arranging activities in a text in logical order (after studying the text) or arranging objects in a logical sequence.

**Concrete Outcomes (school products):**

- Short dialogues;
- Thematic conversations;
- Descriptions;
- Posters;
- Role-playing games;
- Learning Journals;
- Digital products.

4. (Pluri-/ inter-) cultural competence: Appreciation of the specific elements of the studied foreign language culture, expressing interest and respect for the values of another culture

Competence Units (sub-competences)	Content units(strands)	Recommended learning activities and concrete outcomes (school products):
<b>Reception of oral /written /audiovisual messages</b>		
<p><b>4.1.</b> Identification through listening/ reading of some elements specific to the culture of the allophone country (typical name and surname, allophone country, capital, main cities, traditional holidays), by means of learning activities.</p>	<p><b>Suggestions for context and communicative tasks:</b></p> <ul style="list-style-type: none"> <li>• Allophone culture and civilization</li> <li>• Social life</li> </ul> <p><b>Use of Language:</b></p> <ul style="list-style-type: none"> <li>• To introduce people and places</li> <li>• To list</li> <li>• To locate (people, objects, places)</li> <li>• To associate common information</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>- Observation of graphic cues (images, photos), and/or objects specific to the target culture, to participate in conversations led by the teacher;</li> <li>- Naming and location of an allophone country on the map as well as its major cities;</li> <li>- Reading short /simple /audio-visual messages.</li> </ul> <p><b>Concrete Outcomes (school products):</b></p> <ul style="list-style-type: none"> <li>- Short, simple sentences;</li> <li>- Questions and answers;</li> <li>- Short monologues;</li> <li>- Reading.</li> </ul>

**4.2.** Ability to distinguish some verbal and nonverbal behavior norms, specific to the allophone culture, in simple communicative situations.

**Suggestions for context and communication tasks:**

- Family
- School life
- Social life

**Use of Language:**

- To request and provide common information
- To greet and respond to a greeting
- To say goodbye
- To introduce oneself
- To understand the directions or simple instructions, regarding learning / school activities
- To thank someone
- To apologize
- To meet someone new
- To say "yes" / "no"

**Activities:**

- Watching video sequences /movies /cartoons/animation on familiar topics, selection of common politeness formulas, speech acts and dialogue completion;
- Observing images, and photographs related to everyday situations, in order to select information (Who? What? Where? When? How?) and participation in conversations under the guidance of the teacher;
- Listening to short thematic dialogues and completing the answers to questions.

**Concrete Outcomes (school products):**

- Short monologues;
- Questions and answers;
- School Diaries;

**Production of oral and written messages /Mediation**

<p><b>4.3.</b> Reproduction of poems, songs, simple rhymes, and short dialogues, from the cultural heritage of the allophone country, in simple communicative situations and learning activities.</p>	<p><b>Suggestions for Context and communicative tasks:</b></p> <ul style="list-style-type: none"> <li>• The pupil’s own views of himself</li> <li>• Allophone culture and civilization</li> <li>• School life</li> <li>• Environment</li> </ul> <p><b>Use of Language</b></p> <ul style="list-style-type: none"> <li>• To describe briefly</li> <li>• To ask simple questions</li> <li>• To express joy, sympathy</li> <li>• To show origin /possession</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>- Listening to songs, poems, to carry out learning activities;</li> <li>- Memorizing and role-playing short, simple dialogues;</li> <li>- Participation in the school celebration;</li> <li>- Performing songs in groups and individually;</li> <li>- Reciting poems.</li> </ul> <p><b>Concrete Outcomes (school products):</b></p> <ul style="list-style-type: none"> <li>- Simple rhymes;</li> <li>- Short, simple sentences; Word lists;</li> <li>- Short, simple dialogues;</li> <li>- Questions and answers;</li> <li>- Reading.</li> </ul>
<p><b>4.4.</b> Description of some elements specific to the allophone culture (allophone country, capital, traditional holidays) in simple communicative situations.</p>	<p><b>Suggestions for context and communicative tasks:</b></p> <ul style="list-style-type: none"> <li>• The pupil’s own views of himself</li> <li>• Allophone culture and civilization</li> <li>• Social life</li> </ul> <p><b>Use of Language:</b></p> <ul style="list-style-type: none"> <li>• To provide common information</li> <li>• To name objects, places, and actions</li> <li>• To briefly describe places</li> <li>• To express interest</li> <li>• To express an opinion</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>- Making an exhibition of posters "What is another culture?" Or "Introducing France /Spain /Germany /Italy ..." created individually and in groups;</li> <li>- Brief description of traditional holidays, based on graphic cues;</li> <li>- Description of images with support from individual words;</li> <li>- Writing short, simple texts following a written model;</li> </ul>

		<p>- Creating simple thematic projects.</p> <p><b>Concrete Outcomes (school products):</b></p> <ul style="list-style-type: none"> <li>- Reproduction of words, and simple, memorized sentences, selected from the written text /previously studied oral discourse;</li> <li>- Short, simple dialogues;</li> <li>- Questions and answers;</li> <li>- Short monologues;</li> <li>- Retelling of a short, simple text.</li> </ul>
<p><b>4.5.</b> Comparison of elements specific to the allophone culture and the culture of origin.</p>	<p><b>Suggestions for Context and communicative tasks:</b></p> <ul style="list-style-type: none"> <li>• The pupil’s own views of himself</li> <li>• Allophone culture and civilization</li> <li>• School</li> </ul> <p><b>Use of Language:</b></p> <ul style="list-style-type: none"> <li>• To describe briefly</li> <li>• To compare</li> <li>• To ask simple questions</li> <li>• To request and provide common personal information</li> <li>• To name items</li> <li>• To express an opinion</li> <li>• To confirm /deny information</li> <li>• To count</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>- Writing in a Venn diagram, the typical names and surnames from the allophone cultural environment and the cultural environment of origin, reading the words;</li> <li>- The association of images, which represent games specific to the allophone culture and the culture of origin, with appropriate legends and brief descriptions;</li> <li>- Formulating questions and offering short, simple, and correct answers, based on words, word lists, and common expressions (greeting, introductions, numbers, alphabet, first name, typical expressions).</li> </ul> <p><b>Concrete Outcomes (school products):</b></p> <ul style="list-style-type: none"> <li>- Short, simple dialogues;</li> <li>- Word list;</li> <li>- Questions and answers;</li> </ul>

		<ul style="list-style-type: none"> <li>- Monologues;</li> <li>- Short, simple forms;</li> <li>- Filling out tables, simple diaries;</li> <li>- Short, simple messages.</li> </ul>
<b>The Overall Spoken Interaction</b>		
<p><b>4.6.</b> Application of verbal and non-verbal rules of behavior specific to the allophone culture in simple and familiar socio-cultural contexts.</p>	<p><b>Suggestions for Context and communicative tasks:</b></p> <ul style="list-style-type: none"> <li>• Family</li> <li>• School</li> <li>• Social life</li> <li>• Allophone culture and civilization</li> </ul> <p><b>Use of Language:</b></p> <ul style="list-style-type: none"> <li>• To request and provide common information</li> <li>• To greet and respond to greetings</li> <li>• To say goodbye</li> <li>• To introduce oneself</li> <li>• To thank and respond to thanks</li> <li>• To imitate</li> <li>• To address officially and unofficially, using "you" /"your"</li> <li>• To say "yes" /"no"</li> <li>• To apologize</li> <li>• To express directions, and simple instructions, regarding to learning /school activities</li> <li>• To express interest, and respect</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>- Watching thematic audiovisual sequences, regarding oral interactions in everyday situations, and imitation of the associated verbal and nonverbal behavior (gestures, facial expressions, posture, distance) in dialogues, and role-playing games;</li> <li>- Role-playing games in various familiar communicative situations, based on a model (ex: "The visit of a friend");</li> <li>- Writing online greetings, using common elementary expressions and emoticons.</li> </ul> <p><b>Concrete Outcomes (school products):</b></p> <ul style="list-style-type: none"> <li>- Short, simple /online dialogues in commonplace and familiar situations;</li> <li>- Questions and answers;</li> <li>- Tickets;</li> <li>- Very simple messages;</li> <li>- Short, simple online answers;</li> <li>- Simple emoticons.</li> </ul>



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**At the end of Second Grade, the student will be able to:**

- read letters, groups of letters, syllables, and words, applying linguistic norms to correctly transmit a written message;
  - write legibly and neatly, with attention to the shape and size of the letters, uniform slant, space between the words, and punctuation marks;
  - receive short, simple indications, elementary greeting and addressing formulas, oral and written, in simple, short messages in familiar communication situations;
  - reproduce rhymes, poems, songs, short dialogues, which belong to the cultural heritage of the allophone country;
  - deduce the global meaning of simple oral and written messages regarding personal information;
  - recognize and adopt some elements, and norms of verbal and nonverbal behavior specific to the culture of the allophone country, while *expressing as predominant specific attitudes and values:*
    - interest in valuing the language as a system;
    - creativity in the use of the language within the framework of social contact;
    - correctness and coherence in structuring the message;
    - interest in and respect for the values of another culture.
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## THIRD GRADE

1. Linguistic competence: Discrimination of the linguistic elements through the formation of simple, short, correct messages, showing interest valuing the language as a system.

Competence Units (sub-competences)	Content units(strands)	Recommended learning activities and concrete outcomes (school products)
<b>Reception of oral /audio-visual messages</b>		
<p><b>Phonological component:</b>  <b>1.1.</b> Recognition, by listening, of the groups of sounds, and words specific to the foreign language, in isolation and in simple sentences.  <b>1.2.</b> Ability to distinguish words which contain sounds and groups of sounds specific to the foreign language in simple and familiar contexts, uttered slowly, clearly, and repeatedly.</p> <p><b>Lexical and semantic component:</b>  <b>1.3.</b> Identifying the message in simple sentences, recorded, or read aloud.</p> <p><b>Grammatical component:</b>  <b>1.4.</b> Recognition of the grammatical structures specific to the foreign language in short sentences.</p>	<p><b>Suggestions for Context and communicative tasks:</b></p> <ul style="list-style-type: none"> <li>• The pupil’s own views of himself</li> <li>• Family</li> <li>• Environment</li> <li>• School</li> </ul> <p><b>Use of Language:</b></p> <ul style="list-style-type: none"> <li>• To distinguish /notice people /animals /objects</li> <li>• To distinguish /notice /highlight information about people /animals /objects</li> <li>• To deduce /understand the message of short sentences</li> <li>• To follow instructions</li> </ul> <p><b>New Language Elements:</b></p> <ul style="list-style-type: none"> <li>• Sounds</li> <li>• Emphasis</li> <li>• Sound groups</li> <li>• Intonation</li> <li>• Words</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>- Watching cartoons and short, simple video sequences;</li> <li>- Listening to recorded materials (messages, and simple, short informative texts);</li> <li>- Pronunciation of a group of sounds uttered in separate words and in simple sentences;</li> <li>- Correct production of intonation patterns specific to the foreign language.</li> </ul> <p><b>Concrete Outcomes (school products):</b></p> <ul style="list-style-type: none"> <li>- Short, simple dialogues;</li> <li>- Song performances;</li> <li>- Rhymes, simple lyrics;</li> <li>- Simple collage;</li> <li>- Short, simple sentences /messages/ audio-visual aids.</li> </ul>

### Production of oral messages /Mediation

**Phonological component:**

1.5. Reproduction of a group of sounds specific to the foreign language uttered in separate words and in simple sentences;

1.6. Application of the intonation patterns and phenomena specific to the foreign language in simple and familiar communicative situations.

**Lexical and semantics component:**

1.7. The use of pronunciation patterns and intonation specific to the foreign language in simple and familiar communicative situations.

**Grammatical component:**

1.8. The correct use of grammatical structures specific to the foreign language, based on sentence models in simple and familiar communicative contexts.

**Suggestions for Context and communicative tasks:**

- The pupil's own views of himself
- Family
- Environment
- School

**Use of Language:**

- To describe the weather
- To name actions
- To ask questions
- To provide and request information regarding one's identity
- To give directions

**New Language Elements:**

- Words
- Sentences
- Dialogues
- Text

**Activities:**

- Reciting poems;
- Performing songs individually and in groups;
- Reading short texts aloud.
- Formulating questions and answers, following models;
- Naming objects, and familiar people based on a visual aid;
- Generating short, simple sentences;
- Reproduction of intonation patterns in short, simple dialogues.

**Concrete Outcomes (school products):**

- Reading known texts aloud;
- Short, simple dialogues;
- Rhymes, simple lyrics;
- Simple conversations on familiar topics;
- Role-playing games;
- Short, simple messages.

## Reception of written /audio-visual messages

### Spelling component:

**1.9.** Recognition through reading of groups of letters, and syllables, in words and separately, in both printed and handwritten text.

**1.10.** Observation and identification of punctuation marks.

### Lexical and semantic component:

**1.11.** Deduction through reading of the message in simple sentences and short texts which describe people, objects, and familiar places.

### Grammatical component:

**1.12.** Observation of grammatical structures specific to the foreign language in short sentences.

### Suggestions for Context and communicative tasks:

- The pupil's own views of himself
- Family
- Environment
- School

### Use of Language:

- To distinguish /recognize short and simple words /sentences
- To recognize punctuation marks
- To be informed about everyday behaviors
- To locate objects and to classify them

### New Language Elements:

- Accent marks
- Groups of letters
- Words
- Sentences
- Short, simple dialogues
- Short texts

### Activities:

- Distinguishing the relationships between sentences and accompanying images;
- Watching cartoons /short and simple audiovisual sequences subtitled in a foreign language;
- Association of words, and short sentences with images, and symbols;
- Association of symbols, legends, to short words /phrases;
- Generating and responding to short requests;
- Construction /reconstruction of the order of the words in a simple and clear sentence;
- Reading written /audiovisual messages.

### Concrete Outcomes (school products):

- Comics;
- Simple collages;
- Postcards.

## Production of written messages /Mediation

### Spelling component:

**1.13.** Clear and neat handwriting, with correct adherence to the shape and size of the letters, uniform slant, and correct space between the words.

**1.14.** Writing punctuation marks in short, simple texts.

**1.15.** Reproduction of diacritical marks, phonetic symbols (groups of letters and graphemes) specific to the foreign language.

**1.16.** Application of the linguistic norms to fill out a postcard.

### Grammatical components:

**1.17.** The correct use of grammatical structures specific to the foreign language to write simple sentences.

### Suggestions for Context and communicative tasks:

- The pupil's own views of himself
- Family
- Environment
- School

### Use of Language:

- To describe the weather
- To name actions
- To ask questions
- To provide and request information regarding one's identity
- To give directions

### New Language Elements:

- Accent marks
- Groups of letters
- Words
- Statements
- Short, simple dialogues
- Short texts

### Activities:

- Writing legends for pictures, and drawings based on the visual aids;
- Completing a schedule, an agenda following a model;
- Writing sentences, short, simple texts;
- Writing a postcard (invitation, agreement, refusal);
- Association of words, and short sentences with images, and symbols;
- Distinguishing words in sentences;
- Reconstruction of the order of words in a statement;
- Elimination of the odd word;
- Completing simple descriptions, giving the name and some essential characteristics of the introduced person, (object, phenomenon, etc.)

### Concrete Outcomes (school products):

- Simple collage;
- Affirmative and negative sentences;
- Simple dialogues;
- Postcards;
- Short messages on familiar topics.

## 2. Sociolinguistic competence: The use of linguistic elements, demonstrating creativity in the use of the language within the framework of social contact.

Competence Units (sub-competences)	Content units(strands)	Recommended learning activities and concrete outcomes (school products)
<b>Reception of the oral /written/ audio-visual messages</b>		
<p><b>2.1.</b> Identification by listening /reading of the elementary formulas of address, greeting and politeness in short, simple messages with reference to the familiar situations.</p> <p><b>2.2.</b> Recognition of the meaning of some short, simple instructions in oral and written form in simple and familiar communicative situations.</p> <p><b>2.3.</b> Understanding of nonverbal language in simple and familiar social contexts indicating objects and people, by confirming or denying information.</p>	<p><b>Suggestions for Context and communicative tasks:</b></p> <ul style="list-style-type: none"> <li>• The pupil’s own views of himself</li> <li>• Family</li> <li>• School</li> <li>• Social life</li> </ul> <p><b>Use of Language:</b></p> <ul style="list-style-type: none"> <li>• To introduce oneself</li> <li>• To greet and respond to a greeting</li> <li>• To say goodbye</li> <li>• To thank someone and respond to thanks</li> <li>• To ask/apologize</li> <li>• To indicate</li> <li>• To confirm /deny</li> <li>• To understand directions /instructions regarding school /learning activities</li> <li>• To imitate</li> <li>• To locate people, objects, places</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>- Writing down some words about people, objects, and familiar places;</li> <li>- Execution of short instructions, spoken with a slow and clear delivery;</li> <li>- Reading short online posts accompanied by nonverbal expression of positive /negative attitude towards their content;</li> <li>- Association of the message heard with the proper image;</li> <li>- Choosing the correct answer based on the text or audiovisual aid;</li> <li>- Filling in the gaps in statements with letters /words /drawings;</li> <li>- Elimination of the odd word from the row.</li> </ul> <p><b>Concrete Outcomes (school products):</b></p> <ul style="list-style-type: none"> <li>- Simple collages;</li> <li>- Simple rhymes;</li> <li>- Word games;</li> <li>- Word lists;</li> <li>- Short, simple sentences.</li> </ul>

**Production of oral / written / online/ messages /Mediation**

**2.4.** Reproduction of simple sentences, using elementary formulas of address, greeting and politeness in simple and familiar communicative situations.

**2.5.** Application of linguistic actions and nonverbal language in simple and familiar social contexts, by expressing gratitude, disagreement, or regret.

**Suggestions for Context and communicative tasks:**

- The pupil's own views of himself
- Family
- Social life
- School

**Use of Language:**

- To meet someone new
- To introduce oneself and introduce someone else
- To greet
- To say goodbye
- To ask
- To apologize
- To thank and respond to thanks
- To express regret
- To provide information about oneself (name, age, nationality, location)
- To request information about a person (name, age, nationality, location)
- To give directions /instructions regarding school /learning activities
- To address formally and informally, using: "you /your"
- To express possession /belonging

**Activities:**

- Reading aloud simple words, phrases, and short familiar texts;
- Transcription /writing of spelling words, and short, simple texts;
- Brief description of the image;
- Memorizing and role-playing short, simple dialogues based on a list of standard expressions and statements;
- Making Short, simple questions and answers based on a list of words, and standard expressions;
- Formulating online answers using a combination of simple words;
- Writing texts according to a model;
- Filling in simple forms.

**Concrete Outcomes (school products):**

- Short, simple sentences;
- Short, simple forms;
- Short, simple messages;
- Questions and answers;
- Short, simple dialogues;
- Short, simple online answers.

### Overall Spoken Interaction

**2.6.** Ability to distinguish elementary formulas for address, greeting and politeness, corresponding to the communicative situation.

**2.7.** Oral /written /online expression of interest, gratitude, and affection towards a conversation partner.

**2.8.** Application of nonverbal language to interact in simple and familiar social contexts.

**Suggestions for Context and communicative tasks:**

- The pupil's own views of himself
- Family
- Social life
- School

**Use of Language:**

- To greet and respond to the greeting
- To appreciate
- To express interest /attitude /emotions
- To thank and respond to thanks
- To follow the directions /instructions regarding school /learning activities
- To address formally and informally, using: "you /you"
- To approach someone (to initiate a conversation)

**Activities:**

- Individual and group performance of songs, and poems;
- Making simple posters, and collages;
- Role playing short, simple dialogues based on standard expressions and sentences regarding preferences, likes, and dislikes;
- Role play;
- Formulating short, simple questions /answers;
- Short, simple online discussions based on combinations of basic words and expressions; Creation of electronic messages based on combinations of basic words and expressions;
- Transforming short, simple dialogues following the model with support provided (images, words, expressions);
- Filling in a simple form, patterns.

**Concrete Outcomes (school products):**

- Short, simple dialogues;
- Simple messages (SMS /electronic messages, greeting cards, invitations);
- Simple collages;
- Simple digital products;



**3. Pragmatic competence: Adaptation of the linguistic elements to common /familiar contexts, demonstrating correctness and coherence in structuring the message.**

Competence Units (sub-competences)	Content units(strands)	Recommended learning activities and concrete outcomes (school products)
<b>Reception of the oral /audio-visual messages</b>		
<p><b>3.1.</b> Identification by listening /reading of the global meaning of simple oral and written messages regarding personal information and familiar objects.</p>	<p><b>Suggestions for Context and communicative tasks:</b></p> <ul style="list-style-type: none"> <li>• The pupil’s own views of himself</li> <li>• Family</li> <li>• Cultural environment</li> <li>• Social life</li> <li>• Environment</li> </ul> <p><b>Use of Language</b></p> <ul style="list-style-type: none"> <li>• To follow simple, clear instructions (to follow instructions in learning activities and those related to the daily agenda)</li> <li>• To understand short, simple sentences (about personal and cultural information)</li> <li>• To recognize people, objects, and familiar actions (from stories, poems, movies, and cartoons)</li> <li>• To locate (city buildings, streets and the means of transport)</li> <li>• To indicate quantity (days, seasons, animals, objects, and people with the help of numbers and digits)</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>- Watching short audiovisual materials;</li> <li>- Listening to mp3 formatted materials (songs, dialogues, stories, poems);</li> <li>- Utilizing interactive language games;</li> <li>- Completing worksheets;</li> <li>- Involvement of pupils in interactive language games;</li> <li>- Role-playing simple scenes from known stories;</li> <li>- Completing tables and simple, thematic, conceptual maps;</li> <li>- Identification of traffic rules according to road signs;</li> <li>- Carrying out true/false exercises;</li> <li>- Analysis of simple conceptual maps in digital format.</li> </ul> <p><b>Concrete Outcomes (school products):</b></p> <ul style="list-style-type: none"> <li>- Short, clear statements;</li> <li>- Simple online messages;</li> <li>- Drawings;</li> <li>- Photos;</li> <li>- Collages;</li> <li>- Posters;</li> <li>- Infographics;</li> <li>- Conceptual maps;</li> </ul>

		<ul style="list-style-type: none"> <li>- Tables;</li> <li>- Comic Strips; Digital products;</li> <li>- Group projects</li> </ul>
<b>Production of oral /written /online messages /Mediation</b>		
<p><b>3.2.</b> Functional use of language resources to produce simple oral and written statements about personal information and familiar objects.</p> <p><b>3.3.</b> Accomplishment of communicative functions and simple linguistic speech acts, based on schemes or descriptors of interaction.</p>	<p><b>Suggestions for Context and communicative tasks:</b></p> <ul style="list-style-type: none"> <li>• The pupil’s own views of himself</li> <li>• Family</li> <li>• Social life</li> <li>• The Environment</li> </ul> <p><b>Use of Language:</b></p> <ul style="list-style-type: none"> <li>• To describe (body parts and their functions)</li> <li>• To describe (clothing, housing, pets and toys with colors and adjectives)</li> <li>• To express (tastes, preferences, physical states, and feelings)</li> <li>• To list (activities of family members)</li> <li>• To converse simply (about daily activities and those related to the Learning process)</li> <li>• To request and provide information (about daily behaviors, about the daily schedule)</li> <li>• To carry out simple interactions (at the store - greet, ask for an item, thank someone)</li> <li>• To write short messages (for personal and email correspondence)</li> <li>• To count (to 20)</li> <li>• To tell the date</li> </ul>	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>- Reproduction of the content of a short, simple text or dialogue;</li> <li>- A brief description of a person, object, or image;</li> <li>- Involvement of the pupils in educational games;</li> <li>- Creation of short, simple dialogues about everyday activities and those that are part of the learning process;</li> <li>- Filling out short, simple forms regarding parts of the day, time, seasons, and months of the year;</li> <li>- Filling out simple tables and the conceptual maps.</li> </ul> <p><b>Concrete Outcomes (school products):</b></p> <ul style="list-style-type: none"> <li>- Concise, clear statements;</li> <li>- Simple /short /online messages;</li> <li>- Reading images;</li> <li>- Descriptions;</li> <li>- Dialogues;</li> <li>- Poetry;</li> <li>- Songs;</li> <li>- Posters;</li> <li>- Collages;</li> <li>- Infographics;</li> <li>- Theatrical performances;</li> <li>- Role-playing games;</li> </ul>

		<ul style="list-style-type: none"> <li>- Digital products;</li> <li>- Educational magazines;</li> <li>- Group projects;</li> </ul>
<b>Oral/Written/Online Interaction</b>		
<p><b>3.4.</b> Organization of the linguistic resources to achieve simple communicative functions.</p> <p><b>3.5</b> Integration of the known linguistic structures in short simple conversations.</p> <p><b>3.6.</b> Participation in short, simple dialogues.</p>	<p><b>Suggestions for Context and communicative tasks:</b></p> <ul style="list-style-type: none"> <li>• The pupil’s own views of himself</li> <li>• Family</li> <li>• Social life</li> <li>• The environment</li> <li>• Cultural environment</li> </ul> <p><b>Use of Language:</b></p> <ul style="list-style-type: none"> <li>• To create short dialogues (about oneself, people in one’s family and school as well as friends)</li> <li>• To write short sentences (about family members, colleagues, and friends)</li> <li>• To formulate simple questions and answers (about holiday preparations and means of transport)</li> <li>• To manipulate information (numbers, quantities, money, time, prices)</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>- Description of simple concept maps; Involvement of students in role-playing games and thematic dramatization;</li> <li>- Participation in group projects such as creating posters, collages, photo albums, online greeting cards, infographics;</li> <li>- Creation of short sentences to present familiar people and objects, clothing, school agenda and recreational activities;</li> <li>- Creation of oral and written short, simple messages, regarding personal information, immediate needs, familiar people and objects, feelings, and preferences;</li> <li>- Description of daily activities, games, and recreational activities with by means of action verbs and simple verb tenses;</li> <li>- Arrangement in a logical order of the activities from a text (after studying the text or the arrangement of objects in a logical sequence;</li> <li>- Detailed description of daily activities, games, and recreational activities.</li> </ul> <p><b>Concrete Outcomes (school products):</b></p> <ul style="list-style-type: none"> <li>- Short dialogues;</li> <li>- Thematic /online conversations;</li> <li>- Descriptions;</li> <li>- Online greeting cards;</li> </ul>

- Conceptual maps;
- Posters;
- Infographics;
- Role-playing games;
- Learning Journals;
- Digital products.

**4. (Multi-/ Inter-) Cultural competence: Assessment (appreciation) of the specific elements of the culture of the foreign language studied, expression of interest in and respect for the values of another culture.**

Competence Units (sub-competences)	Content units(strands)	Recommended learning activities and concrete outcomes (school products)
<b>Reception of oral /written /audio-visual messages</b>		
<p><b>4.1.</b> Recognition through listening /reading of some elements specific to the culture of the allophone country (educational system, means of transport, clothing, food preferences, recreational activities, traditional holidays) in simple and familiar situations.</p>	<p><b>Suggestions for Context and communicative tasks:</b></p> <ul style="list-style-type: none"> <li>• School</li> <li>• Social life</li> <li>• Allophone culture and civilization</li> </ul> <p><b>Use of Language:</b></p> <ul style="list-style-type: none"> <li>• To request and provide common information</li> <li>• To name educational activities and objects</li> <li>• To express an opinion</li> <li>• To express and give directions, and simple instructions)</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>- Reading a school schedule and creating a brief description of it;</li> <li>- Reading a short electronic message to a colleague, regarding to the school schedule /educational activity;</li> <li>- Watching some audiovisual sequences from movies /cartoons related to the thematic content and carrying out learning activities.</li> </ul> <p><b>Concrete Outcomes (school products):</b></p> <ul style="list-style-type: none"> <li>- Simple dialogues;</li> <li>- A list of school subjects;</li> <li>- Questions and answers;</li> <li>- Completing the schedule;</li> <li>- Simple /online messages;</li> <li>- Reading informative, descriptive, simple narrative texts.</li> </ul>
<p><b>4.2.</b> Ability to distinguish some verbal and nonverbal behavioral norms,</p>	<p><b>Suggestions for Context and communicative tasks:</b></p> <ul style="list-style-type: none"> <li>• Family</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>- Watching visual or recorded materials on familiar topics,</li> </ul>

<p>specific to the allophone culture, in simple and familiar communicative situations.</p>	<ul style="list-style-type: none"> <li>• Social life</li> <li>• Allophone cultural /civilizational environment</li> </ul> <p><b>Use of Language:</b></p> <ul style="list-style-type: none"> <li>• To describe briefly</li> <li>• To express a wish/desire</li> <li>• To invite and respond to the invitation</li> <li>• To express joy</li> <li>• To tell a story</li> <li>• To express congratulations</li> <li>• To accept and refuse requests</li> <li>• To locate people, objects, and places</li> </ul>	<p>selecting common politeness formulas and speech acts, and completing dialogues;</p> <ul style="list-style-type: none"> <li>- Selection of the main idea and text details and participation in simple conversations;</li> <li>- Listening to short thematic dialogues and providing answers to questions.</li> </ul> <p><b>Concrete Outcomes (school products):</b></p> <ul style="list-style-type: none"> <li>- Simple monologues;</li> <li>- Questions and answers;</li> <li>- Completing the school diary;</li> <li>- Simple /online messages.</li> </ul>
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**Production of oral /written/ online messages /Mediation**

**4.3.** Reproduction of stories, poems, songs, and skits from the cultural heritage of the allophone country, in familiar situations and learning activities.

**4.4.** Description of some elements specific to the allophone culture (educational system, means of transport, clothing items, food preferences, cultural activities, traditional holidays), in simple and familiar situations.

**Suggestions for Context and communicative tasks:**

- Family
- School
- Cultural /civilizational, allophone environment

**Use of Language:**

- To identify people, objects, and places
- To evaluate and appreciate
- To make a choice
- To express enthusiasm, admiration, joy, and regret
- To tell a story
- To imitate
- To address politely
- To tell the date

**Suggestions for Context and communicative tasks:**

- Family
- School
- Social life
- Allophone culture and civilization

**Use of Language:**

- To express intentions and desires
- To express tastes and preferences for clothing, food, and recreation
- To express an opinion
- To name objects, people, and familiar places
- To describe objects, people, and familiar places

**Activities:**

- Listening to songs, poems, and stories, to carry out learning activities;
- Memorizing and role-playing skits;
- Participation in poetry recital, song contests, and school celebrations;
- Individual and collective performance of songs,
- Recitation of poems, respecting the linguistic norms.

**Concrete Outcomes (school products):**

- Appropriate titles for text messages;
- Simple statements;
- Short /online messages;
- Word lists;
- Simple dialogues;
- Questions and answers;
- Reading of literary texts.

**Activities:**

- Listing clothing items for children, women, and men, based on images;
- Completion of a school timetable (school subjects, class periods);
- Creating and commenting briefly on some digital drawings /collages /images, which represent seasonal clothing;
- Association of clothing items with the appropriate season, based on graphic /lexical cues and brief descriptions;
- Listing of cultural activities (at school, on vacation, and at

		<p>home);</p> <ul style="list-style-type: none"> <li>- Description of cultural activities, undertaken by family members, as well as characters from books, comics, movies, and cartoons.</li> </ul> <p><b>Concrete Outcomes (school products):</b></p> <ul style="list-style-type: none"> <li>- Simple /online dialogues in commonplace, familiar situations;</li> <li>- Monologues;</li> <li>- Questions and answers;</li> <li>- Thematic word lists;</li> <li>- Simple descriptions;</li> <li>- Simple messages /online messages;</li> <li>- Reading;</li> <li>- Oral or written storytelling of the simple texts.</li> </ul>
<p><b>4.5</b> Comparison of some aspects, and cultural practices specific to the allophone country and the country of origin.</p>	<p><b>Suggestions for Context and communicative tasks:</b></p> <ul style="list-style-type: none"> <li>• Family</li> <li>• School</li> <li>• Allophone culture and civilization</li> <li>• Social life</li> </ul> <p><b>Use of Language:</b></p> <ul style="list-style-type: none"> <li>• To identify people, objects, and places</li> <li>• To express intentions</li> <li>• To evaluate and appreciate</li> <li>• To extend and respond to an invitation</li> <li>• To express regret</li> <li>• To express suggestions</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>- A brief presentation of some vacation projects, indicating destination, duration, means of transport;</li> <li>- Making drawings /collages /projects, which represent the means of transport (car, train, plane, ship, metro, bicycle ...);</li> <li>- Comparison of modes of transport /clothing preferences specific to the allophone country and the country of origin and provision of answers to (related) questions;</li> <li>- Association of words, which name cultural activities from the country of origin and from the allophone country, with the correct images or brief descriptions;</li> <li>- A brief description of holiday traditions, based on cues.</li> </ul>

	<ul style="list-style-type: none"> <li>• To express enthusiasm, admiration</li> <li>• To congratulate</li> <li>• To confirm, to deny</li> </ul>	<p><b>Concrete Outcomes (school products):</b></p> <ul style="list-style-type: none"> <li>- A brief descriptions of events, actions, and family activities;</li> <li>- Reproduction of words and short, simple, memorized sentences, selected from a previously studied written text /oral discourse;</li> <li>- Simple dialogues;</li> <li>- Simple digital products;</li> </ul>
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**Oral/Written/Online Interaction**

<p><b>4.6.</b> Application of knowledge about allophone culture and specific communicative patterns to interact within familiar communicative situations.</p>	<p><b>Suggestions for Context and communicative tasks:</b></p> <ul style="list-style-type: none"> <li>• Family</li> <li>• School</li> <li>• Allophone culture and civilization</li> <li>• Social life</li> </ul> <p><b>Use of Language:</b></p> <ul style="list-style-type: none"> <li>• To express attitudes, feelings, and emotions</li> <li>• To express tastes and preferences</li> <li>• To request and provide common information</li> <li>• To apologize</li> <li>• To express regret</li> <li>• To express agreement /disagreement</li> <li>• To invite and respond to the invitation</li> <li>• To congratulate</li> <li>• To accept and refuse</li> <li>• To thank someone</li> <li>• To politely request a service</li> <li>• To make a proposal or a suggestion</li> <li>• To indicate quantity or price</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>- Writing of a short message to a friend to invite him to a school celebration;</li> <li>- Participation in dialogues on familiar topics following a model;</li> <li>- Completion of a short message of congratulation;</li> <li>- Writing a SMS to invite someone to a traditional holiday, following a model;</li> <li>- Participation in the role - play „At the store /shopping ", following a model;</li> <li>- Creating a dialogue regarding tastes and food preferences, following a model;</li> <li>- Participation in oral interactions for a brief presentation of some vacation projects indicating the destination, duration, and the means of transport;</li> <li>- Filling in a simple form;</li> <li>- Writing electronic messages based on elementary groups of words and expressions;</li> <li>- Carrying out simple, short online conversations based on groups of words and elementary expressions.</li> </ul>
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	<ul style="list-style-type: none"> <li>• To provide commonly used information</li> <li>• To name objects, places, and actions</li> <li>• To briefly describe places</li> <li>• To express interest</li> <li>• To express an opinion</li> </ul>	<p><b>Concrete Outcomes (school products):</b></p> <ul style="list-style-type: none"> <li>- Simple descriptions;</li> <li>- Questions and answers;</li> <li>- Simple conversations, on familiar topics; Simple messages (invitation, greeting card, SMS), simple online messages;</li> <li>- Thematic dialogues;</li> <li>- Simulations of commonplace communicative situations; short, simple online answers.</li> </ul>
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### **At the end of Third Grade, the student will be able to:**

- read words, short, simple/ online messages applying the appropriate linguistic norms;
- write legibly and neatly, with attention to the shape and size of the letters, and punctuation marks in short, simple/ online messages;
- understand short, simple instructions, elementary formulas for greetings and addresses, oral and written, from short non-literary texts;
- reproduce poems, songs, stories, and skits, which belong to the cultural heritage of the allophone country;
- deduce the global meaning of simple oral and written /online messages, regarding personal information and familiar objects;
- describe and compare some common cultural activities, and some modes of travel, in common place communicative situations,

#### ***while expressing as predominant specific attitudes and values:***

- interest in for valuing the language as a system;
- creativity in the use of the language within the framework of social contact;
- correctness and coherence in structuring the message;
- interest in and respect for the values of another culture.

## FOURTH GRADE

### 1. Linguistic competence: *Discrimination of the linguistic elements through the formation of simple, short, correct messages showing interest in valuing the language as a system.*

Competence Units (sub-competences)	Content units(strands)	Recommended learning activities and concrete outcomes (school products)
<b>Reception of the oral /audio-visual messages</b>		
<p><b>Phonological component:</b>  <b>1.1.</b> Recognition, by listening, of the words and sentences specific to the foreign language, in isolation, in simple sentences and in texts.  <b>1.2.</b> Ability to distinguish by listening the words which contain sounds and groups of sounds specific to the foreign language in simple and familiar contexts uttered slowly, clearly, and repeatedly.</p> <p><b>Lexical and the semantic component:</b>  <b>1.3.</b> Identification of the message in short texts.</p> <p><b>Grammatical component:</b>  <b>1.4.</b> Observation of grammar structures specific to the foreign language in short, simple texts.</p>	<p><b>Suggestions for Context and communicative tasks:</b></p> <ul style="list-style-type: none"> <li>• The pupil’s own views of himself</li> <li>• Family</li> <li>• School</li> <li>• Environment</li> </ul> <p><b>Use of Language</b></p> <ul style="list-style-type: none"> <li>• To locate (people /animals /objects /places)</li> <li>• To notice /distinguish information (about people /animals /objects /places)</li> <li>• To deduce (the message of a short text)</li> <li>• To follow short, simple orders and directions</li> <li>• To imitate</li> </ul> <p><b>New Language Elements:</b></p> <ul style="list-style-type: none"> <li>• Emphasis</li> <li>• Sound groups</li> <li>• Intonation</li> <li>• Words</li> <li>• Statements</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>- Watching cartoons, and short, simple audiovisual sequences;</li> <li>- Listening to recorded materials (messages, short, simple informative texts);</li> <li>- Pronunciation of words and simple sentences;</li> <li>- Correct production of intonation patterns specific to the foreign language.</li> </ul> <p><b>Concrete Outcomes (school products):</b></p> <ul style="list-style-type: none"> <li>- Short, simple dialogues;</li> <li>- Questions and answers;</li> <li>- Simple collages;</li> <li>- Rhymes, simple lyrics;</li> <li>- Short, simple online messages.</li> </ul>

## Production of oral and written messages /Mediation

<p><b>Phonological component:</b>  <b>1.5.</b> Reproduction of words and known texts.  <b>1.6.</b> Application of intonation patterns and phenomena specific to the foreign language in simple and familiar communicative contexts.</p> <p><b>Semantic component</b></p> <p><b>Lexical component:</b>  <b>1.7.</b> The use of simple sentences and short texts which contain sounds specific to the foreign language in different communicative situations in simple and familiar contexts by imitation of models.</p> <p><b>Grammatical component:</b>  <b>1.8.</b> Proper use of the grammatical structures specific to the foreign language, based on short, simple word and sentence patterns in familiar contexts.</p>	<p><b>Suggestions for Context and communicative tasks:</b></p> <ul style="list-style-type: none"> <li>• The pupil's own views of himself</li> <li>• Family</li> <li>• School</li> <li>• The Environment</li> </ul> <p><b>Use of Language:</b></p> <ul style="list-style-type: none"> <li>• To request and provide information (related to quantity)</li> <li>• To express emotions (of joy, sadness, boredom, wonder, etc.)</li> <li>• To provide and request information (about identity)</li> <li>• To identify objects and classify them</li> <li>• To present information (about people /animals /objects /places)</li> <li>• To give orders</li> </ul> <p><b>New Language Elements:</b></p> <ul style="list-style-type: none"> <li>• Words</li> <li>• Sentences</li> <li>• Text</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>- The reproduction of intonation patterns in simple dialogues;</li> <li>- The recitation of poems;</li> <li>- Singing songs individually and in groups;</li> <li>- Imitation of telephone conversations;</li> <li>- Role-playing the content of a dialogue or text, which is known or has been read or listened to;</li> <li>- The presentation of a brief monologue following a model;</li> <li>- Itinerary guidance.</li> </ul> <p><b>Concrete Outcomes (school products):</b></p> <ul style="list-style-type: none"> <li>- Reading aloud known texts;</li> <li>- Simple dialogues;</li> <li>-Thematic conversations;</li> <li>- Phone conversations;</li> <li>- Descriptions of people /animals /objects /places;</li> <li>- Simple answers appropriate to a situation;</li> <li>- Dramatizations</li> <li>- Role-playing games.</li> </ul>
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## Reception of the oral /audio-visual messages

### Spelling component:

**1.9.** Recognition through reading and reproduction of both printed and handwritten words sentences, and texts.

**1.10.** Identification /observation of punctuation marks.

### Lexical and semantic component:

**1.11.** Deduction through reading of the message of simple sentences and texts that describe people /objects and familiar situations.

### Grammatical component:

**1.12.** Observance of grammatical structures specific to the foreign language in the short, simple texts.

### Suggestions for Context and communicative

#### tasks:

- The pupil's own views of himself
- Family
- School
- Environment

#### Use of Language:

- To deduce/identify the message of short texts

#### New Language Elements:

- Words
- Sentences
- Emphasis
- Texts

### Activities:

- Selection of sentences based on audiovisual cues (images, symbols, etc.);
- Identification of affirmative and negative sentences;
- Matching the message with the image;
- Reconstructing the order of sentences in short texts.

### Concrete Outcomes (school products):

- Individual /group projects, which include drawings, collages, and short messages on familiar topics;
- Short answers and questions;
- Short texts;
- Invitations.

**Production of oral and written messages /Mediation**

**Spelling component:**

**1.13.** Reproduction of diacritical marks, phonetic symbols (groups of letters and graphemes) specific to the foreign language.

**1.14.** Legible and neat writing, respecting the shape and size of the letters and the space between the words.

**1.15.** Writing punctuation marks in simple, short sentences and texts

**1.16.** Application of linguistic norms in order to complete simple letters, following a model.

**Grammatical component:**

**1.17.** The correct use of grammatical structures specific to the foreign language in transmitting coherent and appropriate messages.

**Suggestions for Context and communicative**

**tasks:**

- The pupil's own views of himself
- Family
- School
- The Environment

**Use of Language:**

- To use (numbers)
- To describe (a person /an image)
- To write (invitations, letters)
- To complete (informative panels)

**Use of Language:**

- Words
- Sentences
- Accents
- Texts

**Activities:**

- Writing captions for images and drawings;
- Transcription of sentences and short texts, based on a model;
- Formulating questions and answers according to models;
- Completing a simple description;
- Reconstructing the order of sentences in short texts;
- Identifying affirmative and negative sentences.

**Concrete Outcomes (school products):**

- Group projects, which include drawings, collages, and short messages on familiar topics;
- Short questions and answers;
- Short texts;
- Letters;
- Online invitations;
- Informative panels specific to public places (airport, train station, mall, amusement park, zoo).

## 2. Sociolinguistic competence: The use of linguistic elements, demonstrating creativity in the use of the language within the framework of social contact.

Competence Units (sub-competences)	Content units(strands)	Recommended learning activities and concrete outcomes (school products)
<b>Reception of oral /written /audio-visual messages</b>		
<p><b>2.1.</b> Understanding of basic formulas of address and politeness in short, simple messages with reference to everyday activities.</p> <p><b>2.2.</b> Acknowledgement of the meaning of directions, recommendations, and simple instructions, oral and written, in social and familiar contexts.</p>	<p><b>Suggestions for Context and communicative tasks:</b></p> <ul style="list-style-type: none"> <li>• The pupil’s own views of himself</li> <li>• Family</li> <li>• School</li> <li>• Environment</li> <li>• Social life</li> <li>• Allophone culture and civilization</li> </ul> <p><b>Use of Language:</b></p> <ul style="list-style-type: none"> <li>• To begin and end (a verbal, face to face exchange)</li> <li>• To express (moods, emotions, attitudes)</li> <li>• To request</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>- Writing down /data regarding people, objects, and familiar places;</li> <li>- The execution of instructions, and short, simple directions, spoken with a slow and clear delivery;</li> <li>- Reading short online posts;</li> <li>- Solving /completing a puzzle;</li> <li>- Distinguishing words within simple sentences;</li> <li>- Associating of the (read /heard /watched) message with the appropriate image;</li> <li>- Filling in the gaps /rows with words /phrases /drawings.</li> </ul>
<p><b>2.3.</b> Identification of the meaning of words and phrases in ordinary short authentic texts, in the situations of seeking guidance or information.</p>	<ul style="list-style-type: none"> <li>• To apologize</li> <li>• To thank and respond to thanks</li> <li>• To offer /ask for (objects, things)</li> <li>• To locate (people, objects)</li> <li>• To imitate</li> <li>• To approve /deny</li> </ul>	<ul style="list-style-type: none"> <li>- Choosing the correct answer based on a text or audiovisual aids;</li> <li>- Eliminating the odd word out;</li> <li>- Categorization and classification of objects /properties/phenomena;</li> <li>- Filling in tables /lists;</li> <li>- Arranging /associating short, simple words /statements /texts.</li> </ul>
		<p><b>Concrete Outcomes (school products):</b></p> <ul style="list-style-type: none"> <li>- Simple rhymes;</li> </ul>

- Agendas;
- School schedules;
- Simple forms;
- Word boxes; Short, simple informative texts; Lists /tables;
- Poster boards with pictures /words.

**Production of oral/ written/online messages /Mediation**

**2.4.** Application of formal and informal forms of address, oral and written, in social and familiar contexts.

**2.5.** Application of simple communicative patterns and nonverbal language in social and familiar contexts, to ask for help and to express emotions, moods, and attitudes.

**Suggestions for Context and communicative tasks:**

- The pupil's own views of himself
- Family
- School
- The Environment
- Allophone culture and civilization

**Use of Language:**

- To inform /request information
- To request /apologize
- To inquire
- To urge
- To ask for /offer (objects)
- To describe (people, objects, places)
- To describe (sensations, physical states, emotions)
- To express regrets
- To provide information about oneself (name, age, location, nationality, favorite activities)
- To request information about a person (name, age, location, nationality, hobby)
- To express tastes and preferences
- To express gratitude

**Activities:**

- Reading aloud a simple and familiar text; Formulating simple questions /answers;
- Role-playing simple dialogues;
- The oral presentation of a short, simple, familiar text;
- A short oral /written /online exposition on a well-known topic;
- Brief description of an image;
- Writing a comment about short, simple online posts and comments with the support of simple standardized expressions of thanks, apologies, agreement, and disagreement;

- Oral presentation accompanied by nonverbal language of some indications, states, attitudes;
- Transformation of simple texts (poems, songs, dialogues, messages, etc.) based on images, words, and expressions, following a model;
- Writing /developing simple sentences;
- Completing a simple form /a simple file with personal information;
- Completing a school schedule, an agenda.

**School products (concrete outcomes):**

- Worksheets;
- Forms /tables;

	<ul style="list-style-type: none"> <li>• To express attitudes (sympathy /antipathy)</li> <li>• To congratulate</li> <li>• To invite</li> <li>• To characterize</li> <li>• To approve /deny</li> <li>• To indicate</li> <li>• To express possession /belonging</li> <li>• To allow /forbid</li> <li>• To explain</li> <li>• To plan</li> </ul>	<ul style="list-style-type: none"> <li>-Postcards;</li> <li>-Agendas /schedules;</li> <li>-Online answers;</li> <li>-Lists /captions;</li> <li>-Messages /emails;</li> <li>-Graphic Icons;</li> <li>-Collages /Posters;</li> <li>-Short, simple dialogues;</li> <li>-Short messages (labels, announcements, posters);</li> <li>-Simple menus;</li> <li>-Simple digital products.</li> </ul>
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**Oral/written/online Interaction**

<p><b>2.6.</b> Application of basic forms, of address, politeness, and exclamation, corresponding to the communicative situation.</p> <p><b>2.7.</b> Expression of physical states, preferences, emotions, and attitudes in the interaction.</p>	<p><b>Suggestions for Context and communicative tasks:</b></p> <ul style="list-style-type: none"> <li>• The pupil's own views of himself</li> <li>• Family</li> <li>• School</li> <li>• Nature</li> <li>• Allophone culture and civilization</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>- Formulating and implementing provisions, as well as simple and concise instructions;</li> <li>- Individual and group performance of songs, poems;</li> <li>- Role-playing of simple dialogues using standard expressions and previously learned statements;</li> </ul>
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**2.8.** Application of nonverbal language to interact in social and familiar contexts.

**Use of Language:**

- To express tastes and preferences
- To give and execute instructions
- To express states, emotions, and attitudes
- To propose
- To plan
- To urge
- To add impetus to the conversation
- To suggest
- To start and end a conversation
- To ask for an explanation
- To express agreement /disagreement

- Role - playing;
- Developing posters, collages, comics;
- Brief development of one's own opinion and its rationale through a simple statement;
- Transformation of dialogues based on cues (images, words, expressions), following a model.

**School products (concrete outcomes):**

- Worksheets;
- Forms /tables;
- Postcards;
- Conceptual maps;
- Online answers;
- Lists;
- Messages /emails;
- Graphic icons;
- Collages /Posters;
- Short, simple dialogues;
- Simple digital products;
- Online posts;

### 3. Pragmatic competence: Adaptation of the linguistic elements to common /familiar contexts, demonstrating correctness and coherence in structuring the message.

Competence Units (sub-competences)	Content units(strands)	Recommended learning activities and concrete outcomes (school products)
<b>Reception of oral /written /audio-visual messages</b>		
<p><b>3.1.</b> Identification of the global meaning of simple oral and written messages regarding personal information and familiar objects.</p>	<p><b>Suggestions for Context and communication tasks:</b></p> <ul style="list-style-type: none"> <li>• The pupil’s own views of himself</li> <li>• Family</li> <li>• School</li> <li>• Environment</li> <li>• Social life</li> <li>• Cultural environment</li> </ul> <p><b>Use of Language:</b></p> <ul style="list-style-type: none"> <li>• To distinguish (various elements of a physical and moral description)</li> <li>• To use (key vocabulary related to health problems and various physical conditions)</li> <li>• To describe (family tastes and preferences - food, sports, recreational)</li> <li>• To locate (geographical position of allophone countries, their cities, and their main destinations)</li> <li>• To identify (announcements, informative notes, and messages related to behavior in public places)</li> <li>• To process (information from the authentic</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>- Watching videos (animated stories, drawings);</li> <li>- Listening to recorded materials (songs, poems, dialogues, stories);</li> <li>- Utilizing of interactive language games;</li> <li>- Completing of worksheets;</li> <li>- Involvement of pupils in interactive language games;</li> <li>- Role-playing of simple scenes from known stories;</li> <li>- Completing tables and conceptual maps on thematic issues, such as those related to protection of the environment;</li> <li>- Identification of traffic rules according to the road signs;</li> <li>- Solving true /false exercises;</li> <li>- Analysis of simple conceptual maps;</li> <li>- Working with materials in digital format.</li> </ul> <p><b>Concrete Outcomes (school products):</b></p> <ul style="list-style-type: none"> <li>- Short, clear sentences; Online messages;</li> <li>- Drawings;</li> <li>- Photos;</li> <li>- Collages;</li> <li>- Posters;</li> <li>- Infographics;</li> <li>- Conceptual maps;</li> <li>- Tables;</li> </ul>

documents - leaflets, posters, announcements, labels, infographics, brochures, posters)

- Comic strips; Digital products;  
- Group projects.

**Production of oral /written /online messages /Mediation**

**3.2.** Functional use of language resources to produce simple oral and written statements regarding personal information and familiar items.

**3.3.** Accomplishment of communicative functions and short, simple speech acts, based on interaction schemes or descriptors.

**Suggestions for Context and communicative tasks:**

- The pupil's own views of himself
- Family
- Environment
- Social life

**Use of Language:**

- To name (professions and corresponding activities)
- To describe (a living space and its elements: rooms, furniture)
- To narrate an experience (related to vacation and travel)
- To express preferences (related to occupations and school responsibilities)
- To send messages (related to organizing holiday and birthday celebrations with classmates)
- To use sentences (short, generally in common usage, to fix communicative issues)
- To describe (characteristics of the weather)
- To practice phrases which express quantity
- To count (up to 100)

**Activities:**

- Analysis of a literary text of low to medium complexity;
- Development of infographics about heroes and characters typical to allophone culture and literature;
- Giving a report about a visit to a museum or school vacation;
- Detailed description of a person, item, or images;
- Completion of questionnaires and surveys regarding activities and daily responsibilities;
- Creation of tables about schedules and school subjects.

**Concrete Outcomes (school products):**

- Texts of low to medium complexity;
- Simple /online messages;
- Descriptions;
- Dialogues;
- Poems;
- Songs;
- Posters;
- Collages;
- Infographics;
- Theatrical performances;
- Digital products;
- Learning journals; Group projects.

### Oral/Written/Online Interaction/ Mediation

<p><b>3.4.</b> Organization of the linguistic resources to achieve simple communicative functions.</p> <p><b>3.5.</b> Integration of the known linguistic structures in short, simple conversations.</p> <p><b>3.6.</b> Participation in short, simple dialogues.</p> <p><b>3.7.</b> Expressing an interest toward a person.</p>	<p><b>Suggestions for Context and communicative tasks:</b></p> <ul style="list-style-type: none"> <li>• The pupil’s own views of himself</li> <li>• Family</li> <li>• Environment</li> <li>• Social life</li> </ul> <p><b>Use of Language:</b></p> <ul style="list-style-type: none"> <li>• To justify (personal preferences in terms of clothing, food, sports, or leisure)</li> <li>• To identify (politeness formulas to communicate effectively during a visit to the store or restaurant)</li> <li>• To offer and request information (regarding prices, or schedules)</li> <li>• To communicate effectively (through common language formulas with teachers and classmates)</li> <li>• To use statements (about cultural activities and values, elements of music, dance, and painting)</li> <li>• To converse (about the relationship with family, friends, and classmates)</li> <li>• To name (products to be purchased)</li> <li>• To use groups of words with the simple connectors (and, but, because, then)</li> <li>• To make an itinerary</li> <li>• To ask for other people’s opinions</li> <li>• To formulate simple instructions</li> <li>• To express understanding of a message</li> <li>• To ask (if other people have understood a message)</li> <li>• To show (the understanding of the needs and feelings of the interlocutor)</li> <li>• To paraphrase a simple message (so that it can be understood by the interlocutor)</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>- Description of simple conceptual maps;</li> <li>- Involvement of pupils in group projects for making posters, collages, photo albums, online greeting cards, infographics;</li> <li>- The detailed description of daily activities, games, and recreational activities;</li> <li>- Logical reorder of the actions in a studied text or the objects in a logical sequence.</li> </ul> <p><b>Concrete Outcomes (school products):</b></p> <ul style="list-style-type: none"> <li>- Short /online dialogues;</li> <li>- Thematic conversations;</li> <li>- Descriptions;</li> <li>- Conceptual maps;</li> <li>- Posters;</li> <li>- Infographics;</li> <li>- Role-playing games;</li> <li>- Role-playing of the scenes;</li> <li>- Learning Journals;</li> <li>- Digital products.</li> </ul>
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4. (Multi-/ Inter-) Cultural competence: Assessment of the specific elements of the culture of the foreign language studied, expression of interest in and respect for the values of another culture.

Competence Units (sub-competences)	Content units(strands)	Recommended learning activities and concrete outcomes (school products)
<b>Reception of oral /written /online messages</b>		
<p><b>4.1.</b> Identification of elements specific to the culture of the allophone country (personalities, monuments, famous people, values, symbols, activities) in social and familiar contexts.</p>	<p><b>Suggestions for Context and communicative tasks:</b></p> <ul style="list-style-type: none"> <li>• School</li> <li>• Social life</li> <li>• Allophone culture and civilization</li> </ul> <p><b>Use of Language:</b></p> <ul style="list-style-type: none"> <li>• To request and provide common information</li> <li>• To express an opinion</li> <li>• To explain and justify</li> <li>• To express and give directions, instructions, and simple recommendations</li> <li>• To express obligations /responsibilities</li> <li>• To approve and deny</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>- Reading informative texts about famous allophone personalities /famous monuments and completing learning activities;</li> <li>- Watching some audiovisual sequences about famous monuments and identifying some information;</li> <li>- Reading a comic book and offering answers to questions;</li> <li>- Watching famous cartoons and associating the information (characters /activities, qualities, feelings, and attitudes);</li> <li>- Selection of the information from a previously read text, which confirms a proposed hypothesis;</li> <li>- Reading some posts, and short, simple online comments.</li> </ul> <p><b>Concrete Outcomes (school products):</b></p> <ul style="list-style-type: none"> <li>- Short, simple dialogues;</li> <li>- Questions and answers;</li> <li>- Simple /online messages;</li> <li>- School diary;</li> <li>- Class schedules;</li> <li>- Word lists;</li> <li>- Reading simple informative, narrative, and descriptive texts.</li> </ul>

<p><b>4.2.</b> Ability to distinguish rules of verbal and nonverbal behavior specific to the allophone culture in simple and familiar social contexts.</p>	<p><b>Suggestions for Context and communicative tasks:</b></p> <ul style="list-style-type: none"> <li>• School</li> <li>• Social life</li> <li>• Allophone culture and civilization</li> </ul> <p><b>Use of Language:</b></p> <ul style="list-style-type: none"> <li>• To request and provide common information</li> <li>• To name educational items and activities</li> <li>• To express an opinion</li> <li>• To explain and justify</li> <li>• To express and give directions, simple instructions</li> <li>• To express obligations /responsibilities</li> <li>•To count</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>- Listening to songs, poems, and stories, to complete learning activities;</li> <li>- Watching thematic video sequences, to complete oral and written activities.</li> </ul> <p><b>Concrete Outcomes (school products):</b></p> <ul style="list-style-type: none"> <li>- Simple dialogues in commonplace/ familiar situations;</li> <li>- Monologues;</li> <li>- Word lists;</li> <li>- Simple /online messages in commonplace, familiar situations;</li> <li>- Questions and answers.</li> </ul>
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**Production of oral /written /online messages /Mediation**

<p><b>4.3.</b> Reproduction of stories, short stories, poems, songs, and scenes from the cultural heritage of the allophone country, in everyday familiar situations and learning activities.</p>	<p><b>Suggestions for Context and communicative tasks:</b></p> <ul style="list-style-type: none"> <li>• School</li> <li>• Social life</li> <li>• Allophone culture and civilization</li> </ul> <p><b>Use of Language:</b></p> <ul style="list-style-type: none"> <li>• To identify people, objects, and places</li> <li>• To evaluate and appreciate</li> <li>• To make a choice</li> <li>• To express enthusiasm, admiration, joy, regret</li> <li>• To tell a story</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>- Listening to songs, poems, and stories, stories to carry out learning activities;</li> <li>- Memorizing and role-playing famous stories;</li> <li>- Participation in poetry recitals, song contests, and school celebrations;</li> <li>- Individual and collective song performance;</li> <li>- Recitation of poems applying linguistic norms;</li> <li>- Performing karaoke songs;</li> <li>- Role-playing excerpts from stories and short stories.</li> </ul>
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<p><b>4.4.</b> Description of some elements specific to the allophone culture and cultural values (personality, monuments, famous people, holidays, values, symbols, attitudes, activities), in simple and familiar social contexts.</p>	<p><b>Suggestions for Context and communicative tasks:</b></p> <ul style="list-style-type: none"> <li>• School</li> <li>• Social life</li> </ul> <p><b>Use of Language:</b></p> <ul style="list-style-type: none"> <li>• To express admiration</li> <li>• To express respect</li> <li>• To locate, spatially and temporally</li> <li>• To express an opinion</li> </ul>	<p><b>Concrete Outcomes (school products):</b></p> <ul style="list-style-type: none"> <li>- Appropriate titles for the message of the text;</li> <li>- Simple /online dialogues;</li> <li>- Questions and answers;</li> <li>- Reading of literary texts.</li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>- Association of the caption with the graphic element, which represents famous monuments;</li> </ul>
	<ul style="list-style-type: none"> <li>• To request and provide common information</li> <li>• To explain and justify</li> <li>• To express tastes and preferences</li> <li>• To be informed about people and objects.</li> <li>• To describe people, objects, and places</li> <li>• To invite and respond to invitations</li> <li>• To express joy</li> <li>• To accept and refuse</li> <li>• To express physical states, emotions, and sensations</li> <li>• To accept and refuse</li> <li>• To express physical states, emotions, sensations</li> </ul>	<ul style="list-style-type: none"> <li>- Description of a favorite character from stories, short stories, songs, comics: including a physical description, qualities, behavior;</li> <li>- Completion of an unfinished comic strip;</li> <li>- Oral description of holiday traditions, based on lexical and iconographic support;</li> <li>- Presentation of an album with holiday pictures, postcards, cultural objects, and a brief description of recreational activities, based on a model;</li> <li>- Carrying out a simple survey "School successes", and displaying the results in class, along with a brief explanation;</li> <li>- Description of the program of daily activities (activities, place, duration);</li> <li>- Completion of a school schedule and a brief description (school subjects, time, day), following a model;</li> <li>- Making posters (individually or in groups) with a brief description "Clothing: What? Where? When?".</li> </ul> <p><b>Concrete Outcomes (school products):</b></p> <ul style="list-style-type: none"> <li>- Completing an agenda /schedule;</li> <li>- Postcards;</li> <li>- Lists /captions;</li> <li>- Simple dialogues;</li> </ul>

		<ul style="list-style-type: none"> <li>- Simple menus;</li> <li>- Simple messages (posters, labels, announcements) /online messages;</li> <li>- Simple digital products.</li> </ul>
<p><b>4.5.</b> Comparison of some aspects, and cultural practices specific to the allophone countries and the countries of origin, to facilitate communication and cooperation.</p>	<p><b>Suggestions for Context and communicative tasks:</b></p> <ul style="list-style-type: none"> <li>• Family</li> <li>• School</li> <li>• Social life</li> <li>• Allophone culture and civilization</li> </ul> <p><b>Use of Language:</b></p> <ul style="list-style-type: none"> <li>• To describe people, objects, and places</li> <li>• To express intentions</li> <li>• To evaluate and appreciate</li> <li>• To invite and respond to an invitation</li> <li>• To express regret</li> <li>• To express suggestions</li> <li>• To express enthusiasm, admiration</li> <li>• To congratulate</li> <li>• To confirm, to deny</li> <li>• To compare</li> <li>• To express possession /belonging</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>- Selection of similarities and differences between the educational system of the allophone country and of the country of origin, based on their main elements;</li> <li>- Comparison of favorite characters (from stories, comics, and movies) and the description of their similarities /differences;</li> <li>- Comparison of traditional holidays and completion of a simple table: date, season, symbols, wishes, traditions;</li> <li>- Comparison of clothing preferences /eating habits /recreational activities, specific to the allophone culture and the culture of origin and a brief explanation of similarities /differences;</li> <li>- Composition of a simple card in inviting someone to a traditional holiday, following a model;</li> <li>- Expression of emotional states by the facial expressions, gestures, and with attention to eye contact;</li> <li>- Brief description of personal experiences of getting to know the target country, with graphic support.</li> </ul> <p><b>Concrete Outcomes (school products):</b></p> <ul style="list-style-type: none"> <li>- Questions and answers;</li> <li>- Brief descriptions of events, actions, family activities;</li> <li>- Simple /online dialogues;</li> <li>- Oral and written retelling of the content of a simple text;</li> <li>- Simple digital products.</li> </ul>



### Oral /Written /Online Interaction

**4.6.** Application of verbal and nonverbal behavior patterns, specific to the allophone culture, in familiar social contexts or contexts of immediate need.

**Suggestions for Context and communicative tasks:**

- School
- Social life

**Use of Language:**

- To request and provide information about oneself /about another person (surname, first name, age, nationality, residence, preferences)
- To express a wish
- To invite and respond to an invitation
- To express joy, regret
- To make a proposal or a suggestion
- To describe projects
- To express tastes and preferences
- To express attitudes (sympathy/antipathy)

**Activities:**

- Writing a postcard to an allophone friend, based on graphic support (calendar, photos);
- Writing short, simple online posts and comments, using common expressions of gratitude, agreement, disagreement, joy, regret, and apology;
- Writing postcards (greeting, invitation);
- Completing forms, and simple worksheets;
- Questions and answers;
- Simple posters;
- Simple projects;
- Simple online posts;
- Completing of simple forms /files with personal details;
- Role-playing simple, previously-studied dialogues;
- Creation and Role-playing of simple dialogues, using previously memorized statements and expressions;
- Conducting a short interview with an allophone personality;
- Description of some real or imaginary trips in the allophone country, based on infographic documents;
- Description in a dialogue of the school schedule (activities, place, duration);
- Participation in role-playing games "At the store /Shopping", following a model;
- Matching icons which represent traffic rules with the appropriate captions /statements; Description of holiday preparations, by way of oral interactions;
- Creating a dialogue "On a trip", following a model;
- Writing a simple postcard addressed to an allophone friend describing the family and daily activities, following a model;
- Writing a message of greeting /online message for a family member's birthday,

		following a model; <b>Concrete Outcomes (school products):</b> - Simple dialogues; - Simple messages, online messages; - Role-playing the content of a short, simple text.
<b>Oral /Written/ Online Mediation</b>		
<p><b>4.7.</b> Identification of some cultural causes of difficulties in communication (disagreement, problems) in sensitive situations and misunderstandings /disagreements, showing sympathy and respect.</p> <p><b>4.8.</b> Application of personal experience to repair communication with openness, respect, and sympathy.</p> <p><b>4.9.</b> Presentation of simple data and information about people in an informal setting (with friends and colleagues), assuming the help of the interlocutor.</p> <p><b>4.10.</b> Participation in an intercultural dialog as a</p>	<p><b>Suggestions for Context and communicative tasks:</b></p> <ul style="list-style-type: none"> <li>• Social life</li> <li>• Allophone cultural /civilizational environment</li> </ul> <p><b>Use of Language:</b></p> <ul style="list-style-type: none"> <li>• To express sympathy</li> <li>• To express interest</li> <li>• To encourage</li> <li>• To express satisfaction</li> <li>• To show comprehension of the message</li> <li>• To accept /refuse</li> <li>• To request and provide information about people, objects, and places</li> <li>• To explain and request an explanation</li> <li>• To start and end a conversation</li> <li>• To express agreement /disagreement</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>- Participation in dialogues with allophone people; as an intermediary, using memorized words and expressions (ex. I understand, How are you?);</li> <li>- Conducting a short interview with an allophone person, based on a model, using simple words and standard expressions as well as nonverbal language (eye contact, gesture, facial expressions);</li> <li>- Role-playing games.</li> </ul> <p><b>Concrete Outcomes (school products):</b></p> <ul style="list-style-type: none"> <li>-Questions and answers;</li> <li>-Simple /online conversations and discussions on the familiar topics;</li> <li>-Simulations of commonplace communicative settings.</li> </ul>

mediator, using simple words and non-verbal language appropriate to the context and interlocutors, within simple, commonplace interactions.		
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### **At the end of the fourth grade, the pupils will be able to:**

- use statements, short, simple texts, based on intonation patterns specific to the foreign language, in simple and familiar contexts;
- correctly use grammatical structures specific to the foreign language, following models of short, simple sentences in familiar contexts;
- read short, simple /online texts, applying linguistic norms to adequately convey a short, simple written message;
- write words, simple sentences, and short texts legibly and neatly with correct spelling;
- reproduce poems, songs, stories, tales, skits, which belong to the cultural heritage of the allophone country;
- apply basic formulas of address and politeness, both formal and informal, oral /written /online, to perform a simple task;
- deduce the global meaning of oral /written /online messages, and of some usual short authentic texts, to guide and inform oneself;
- model simple situations of oral /written /online communication of everyday life;
- compare cultural values of allophone /local heritage and to participate in intercultural dialogue as a mediator,

*while expressing as predominant specific attitudes and values:*

- interest in valuing the language as a system;
- creativity in the use of the language within the framework of social contact;
- correctness and coherence in structuring the message;
- interest in and respect for the values of another culture.

## 1.6. Linguistic contents

To the authors of textbooks, foreign language teachers and all users, this Curriculum proposes linguistic contents intended for the formation of four types of competences: linguistic, sociolinguistic, pragmatic and (plural /inter) cultural, in accordance with the domains, and the principles of the CEFR A1 level.

The linguistic contents are presented by grades and languages, and by sections for each foreign language. The contents will follow, longitudinally and transversally, the gradual and progressive introduction over time of the elements of linguistic organization of communication, in accordance with the curricular principles specific to the FL I subject: accessibility, sequence, ascendancy, and consistency of the exposure to the linguistic material. Thus conceived, the rational practice of language will contribute to strengthening the specific competencies through activities of reception, production, interaction, and mediation, to obtaining an orthographic and orthoepic correctness, to of a morphosyntactic construction appropriate to the norms of the respective foreign language.

The linguistic contents at the primary level, expressed by terms appropriate to the LS I subject, will be correlated with those from the Romanian or native language and will be translated in the textbook; these will be taught by the teacher, especially in the Beginner grade, through intuitive or deductive methods, communicative contexts, and action tasks, without using specialized metalanguage. Terminology will not be proposed as a subject of explicit teaching and there will be no consideration of grammatical categories. Grammatical structures with a high degree of complexity will be approached through global acquisitions, in rational and progressive doses, in accordance with the activities, needs and communicative tasks of the pupil. The content units will lay out new Elements of language, especially for the linguistic competence, where elements from the sections of each language will be approached gradually, these being transferred intuitively, and later consciously within the other competences: sociolinguistic, pragmatic, (pluri-/ inter-) cultural.

## THE ENGLISH LANGUAGE

SECOND GRADE	THIRD GRADE	FOURTH GRADE
<b>PHONETICS, ORTHOPHICS AND SPELLING</b>		
<p>Developing listening skills and correct reproduction of the English language sounds.</p> <p>Articulation and stress of the words, utterance rhythm and intonation.</p> <p>Pronunciation of vowels, consonants, characteristic of the English language. Learning the alphabet and naming letters. The silent letter (h) and not specific to English graphemes.</p> <p>Division of the words into syllables. English diphthongs. Emphasis. The apostrophe.</p>	<p>Consolidation of correct pronunciation of specific sounds to the English language.</p> <p>Compliance with intonation in exclamation, interrogative sentences.</p>	<p>The rhythm and intonation inherent in the English language in different types of sentences and phrases (affirmative, interrogative, negative). Spelling regarding to the use of graphemes specific to the phonetics of the English language.</p> <p>Apostrophes.</p>
<b>MORPHOLOGY</b>		
<p>THE ARTICLE. The definite and indefinite article.</p>	<p>THE ARTICLE. The definite and indefinite article.</p>	<p>THE ARTICLE. The definite and indefinite article.</p> <p>Possessive pronouns</p>
<p>THE NOUN. The plural of the nouns (One dog-two dogs, dress-dresses). Proper nouns (Moldova, England, the USA, Canada, Russia, Italy, Romania).</p>	<p>THE NOUN. The plural of nouns (Exceptions - man-men, woman-women, child-children, (Leaf-leaves, knife-knives, shelf-shelves). Proper nouns (Moldova, Chisinau, The places of interest).</p>	<p>THE NOUN. The plural of nouns (Some /Any - Much /Many, Few /little, A lot of, Cherry - cherries, Family - families. Proper nouns (Great Britain, London, Places of Interest, The USA, Places of interest, etc.).</p>
<p>THE ADJECTIVE. Demonstrative and possessive adjectives.</p>	<p>THE ADJECTIVE. Degrees of comparison, (Long-longer, big-bigger, fat-fatter).</p>	<p>THE ADJECTIVE. The degrees of comparison, (Good-better-the best, Bad-worse-the worst, More /the Most Intelligent, Comparative /Superlative).</p>
<p>PRONOUNS. Personal pronouns. Interrogative pronouns - what. Possessive pronouns (My, your, his, her).</p>	<p>PRONOUNS. Interrogative pronouns (When, What, Where). Possessive pronouns (Your, its, our, their).</p>	<p>PRONOUNS. Interrogative pronouns (How long? How? Who? What? When? Where? How much? How many? Which?).</p>
<p>THE NUMERAL. Cardinal (1-20) and ordinal (I<sup>st</sup>-XII<sup>th</sup>) numerals.</p>	<p>THE NUMERAL. Cardinal (1-100) and ordinal (I<sup>st</sup>-XII<sup>th</sup>) numerals.</p>	<p>THE NUMERAL. Cardinal (1-100) and ordinal (I<sup>st</sup>-XII<sup>th</sup>) numerals.</p>
<p>THE VERB. The verb to be in the Indicative Mood (Present, Present Continuous, Past and Future).</p>	<p>THE VERB. Regular verbs and common irregular verbs. Indicative Mood (Present, Present Continuous, Past and Future).</p>	<p>THE VERB. Regular verbs and common irregular verbs. Indicative Mood (Present, Present Continuous, Past and Future).</p>

	<i>Modal Verbs (Can /can't, Can you?).</i>	<i>Modal Verbs (Must, May, Would, Could, Should /Shouldn't).</i>
THE ADVERB. <i>Usually, Now.</i>	THE ADVERB. <i>Usually, sometimes, often, Every day, Now, yesterday.</i>	THE ADVERB. <i>Usually, sometimes, often, Every day, Now, yesterday.</i>
THE PREPOSITION. Simple prepositions (Near, on, under, in).	THE PREPOSITION. Simple prepositions (Above, between, outside, inside).	THE PREPOSITION. Simple and articulated prepositions. (Next to, In front of, behind, at, for, with).
THE CONJUNCTION. Common conjunctions (and, but, because).	THE CONJUNCTION. Common conjunctions (and, but, or)	THE CONJUNCTION. The Conjunctions (because, if, when).
<b>SYNTAX</b>		
The main types of sentences (declarative, interrogative, exclamatory; imperative and negative sentences).	The main types of sentences (declarative, interrogative, exclamatory; imperative and negative sentences).	The main types of sentences (declarative, interrogative, exclamatory; imperative and negative sentences). Simple and compound sentences.

## 1.7. Suggestions for context and communicative tasks

This Curriculum maintains the tradition of previous documents and suggests thematic modules with subtopics implicitly associated with some of domains the CEFR (public, private, educational) and of the MFLC (Communication, Culture). The educational content derived from the thematic modules will be connected to these curricular areas according to the specifics of the primary stage of enhancing specific competencies, communicative needs and interests based on age, cultural orientations and the axiological and attitudinal spectrum of the student; taking into account the expansion and development over the subsequent segment of the educational path, and furthermore will be relevant for the development of a variety of communicative competences: linguistic, sociolinguistic, pragmatic, and (multi-/ inter-) cultural.

The strengthening and enrichment of the vocabulary with new lexical units, expressions and phrases (about 200 in the beginner grade, 250-300 in each of the following grades) will be based on short, simple sentences, online messages, and various literary and non-literary texts, with a low degree of complexity, simple at the beginning, and of greater intricacy towards the end of the initial stage, according to the thematic contextual suggestions and communicative /action tasks: dialogues, models, e-mails, SMS, short, simple texts, games, comics, stories, short stories, poems, songs, skits and more. Some texts in the textbooks will contain elements of civilization and culture for the foreign language being studied. In the study of the lexicon, at the first stage the evaluation of semantic categories, such as synonymy and antonymy, in will be considered, after which, in later grades, consideration will be given to the formation of words by derivation with the help of suffixes and prefixes, the formation of compound words and some concepts of lexical fields. Permanent enrichment of the vocabulary with new lexical units will occur in accordance with the principles of accessibility, repetition and progression based on simple functional texts, in accordance with level A1 of the CEFR.

This conceptual development of the Curriculum allows the contextual suggestions and communicative tasks to form content units capable of correlating the competences and the competence units with various learning activities by using appropriate language actions and by developing various recommended concrete outcomes.

In accordance with the Curriculum for Primary Education, the content units establish the informational means through which the achievement of the systems of competence units designed for the given Learning Unit is accomplished. By this means, the goal is to achieve the specific competencies of the subject, as well as the transversal /transdisciplinary competencies.

Content units include the lists of new language elements or subject-specific terms: words /phrases that must be included in the pupil's active vocabulary by the end of that learning unit.

A particularity of the FL I Curriculum is the fact that the thematic modules are unified for all foreign languages, the sub-themes serving as the basis for the performance of linguistic actions and the accomplishment of communicative or action tasks, in accordance with the national and European curricular concepts.

SECOND GRADE	THIRD GRADE	FOURTH GRADE
<p><b>The pupil's own views of himself:</b> Personal introduction and characteristics. Personal /everyday items. Games and toys (items).</p>	<p><b>The pupil's own views of himself:</b> The parts of the human body and their functions. Health conditions and sensations. Games and toys. Clothing and accessories (items). Food preferences (items). Sports preferences.</p>	<p><b>The pupil's own views of himself:</b> The physical and moral description. Physical condition. Birthday anniversary. Health problems. A visit to the doctor. Personal hygiene. Personal responsibilities. Clothing preferences. Food preferences. Sport activities.</p>
<p><b>Family:</b> Family members: name, surname. House. Parts of the house.</p>	<p><b>Family:</b> Close relatives: name, surname, sex, age, nationality, residence. Activities of family members. House. Address. Location. Floorplan (house /apartment).</p>	<p><b>Family:</b> People from close social circle: relatives (Physical and moral traits). Professions and activities. Family birthdays. Family relationships. Responsibilities within the family. Main tastes and preferences in the family (food, clothing, sports, recreation). Housing: Furniture and relative location.</p>
<p><b>The natural environment:</b> Seasons. Months of the year. Days of the week /Date. Pets (names, characteristics). Fruits and vegetables (items). The colors.</p>	<p><b>The natural environment:</b> The parts of the day. Telling time. Seasonal characteristics (elements). Seasons and recreational activities. Pets (care /maintenance).</p>	<p><b>The natural environment:</b> Position in time. Characteristics of the weather. Seasonal activities. Wild animals (habitat, protection). Protection of nature.</p>
<p><b>School:</b> The alphabet. Spelling. Numbers and digits. School supplies. People and</p>	<p><b>School:</b> Numbers and digits. The classroom. School schedule. School activities.</p>	<p><b>School:</b> The schedule. School subjects. Library /media center (filling in simple forms). Occupations</p>

<p>objects in the immediate environment.</p>		<p>/activities and responsibilities at school. Communication and relationships with classmates and teachers. Spending holidays with classmates.</p>
<p><b>Social life:</b> Greetings. Introductions. Introducing an acquaintance from one's immediate environment (family, friend). Directions and short instructions in the context of learning activities. Personal correspondence: tickets, very simple messages</p>	<p><b>Social life:</b> Daily schedule (the principal activities). Recreational activities. Games. Vacation preparations (items). City /village (public institutions). Means of transportation (vehicles). Shopping (items). Simple menu (fast food restaurant). Numbers and digits. Personal correspondence: short, simple message /online message. Communication through social networks /online: simple electronic message (greeting, introduction). Completion of a very simple registration form (name, address, nationality, family situation), very simple electronic form for online shopping (ex: product, size, color), online requests accompanied by visual support. Directions and simple instructions in the context of learning activities.</p>	<p><b>Social life:</b> Professions and activities (components). Leisure activities: recreational and educational. Relationships with friends. Sport and sports activities (components). Holidays. Travelling (components). Direction /destination. Filling in a simple form (hotel registration form), a very simple electronic form for online purchases or requests (name, e-mail address or telephone number). Shops and services. Food /commercial products (items). Cafe. Simple menu. Prices. Money and the forms of payment. Quantities, measures (meter ...), weights (kilogram ...). Street and traffic rules (components). Spatial orientation. Instructions, simple suggestions in the context of learning activities. Personal correspondence: simple postcards, simple messages. Communication through social networks /online, with people in the immediate environment (relatives, friends, colleagues): very simple electronic messages (recreational activities, preferences, etc.). Personal correspondence: simple postcard, simple message. Instructions, simple suggestions in the context of learning activities.</p>



<p><b>Culture and Civilization:</b>  Typical names and surnames of the allophone country. The name of the allophone country and of some cities.  Nationalities. Traditional holidays (components).  Songs, poems, playful rhymes.</p>	<p><b>Culture and Civilization:</b>  The names of countries and cities. Traditional holidays. Monuments /Symbols. Songs. Poems. Sketches. Fairy tales. Comic Strips.</p>	<p><b>Culture and Civilization:</b>  Geography of allophone countries (components), capital and major cities. Traditional holidays. Cultural symbols. Famous allophone personalities. Typical allophone Heroes /characters. Fairy tales. Stories. Songs. Poems.  Comic Strips. Postcards. Electronic messages.  Cultural activities and values (elements of music, dance, painting, reading).</p>
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## 2. Curriculum Implementation Guide Foreign Language I

### Foreword

The curricular culture of the educational system in the Republic of Moldova, launched towards the end of the 20th century, offered an opportunity to the recipients of the National and European educational policy documents to benefit from a well-developed system, pertinent to the curriculum as a process (development - design-teaching-learning), as well as the curriculum as a product (frame of reference, programs, guides, notebooks, tests, etc.). In the context of these national and international documents, the development /reconceptualization of the National Curriculum ensures the continuity in curricular reforms and educational policies and represents a strategic direction for promoting the quality of general education by connecting it to European and international standards.

At the same time, a school curriculum is relevant only if it can meet the needs of society and of education. To this end, such a document must promote the renewal of the educational process in accordance with the challenges and changes in the world (globalization, digitalization, the rise of technology, crisis of values, etc.) and in the society of origin (social-political, economic, demographic crisis, etc. .), and even within the national educational system (curriculum theorizing by subjects, insufficient interdisciplinary connection at the curricular level, lack of consensus in approaching the notion of "competence", desynchronization between formative /current and summative evaluation). Such renewal must also rely on re /evaluation of the experience gained by teachers in the teaching-learning-evaluation process, on correlation to the interests and needs of the modern student, and on the analysis of the quality of the results obtained at the end of the process. Moreover, in terms of education, communication in a foreign language remains one of the eight key competences developed by the European Commission's Working Group B in November 2004 as one of the foremost imperatives for lifelong learning.

The Foreign Language Curriculum I (2018) for Primary Education forms a part of these current needs and requirements as an integral part of the National Curriculum for General Education in the Republic of Moldova. The Foreign Language Curriculum Implementation Guide is part of the Curriculum for Primary Education system of products and represents a landmark document for the implementation of the Curriculum in the educational process of the FL I subject matter.

In this context, the Guide proposes:

- the design of the Curriculum for the FL I subject; the innovations to the Curriculum for the FL I subject;
- general guidelines on teaching strategies; methodological benchmarks regarding the curriculum design for the FL I subject: long-term and short-term design; methodological suggestions and task models for educational

design in the FL I (for different competences, grades, and languages);

- general guidelines for assessment; Proposals for assessment by school subject and models of assignments for assessment in the FL I (for different competencies, grades, and languages);
- In the development of this Guide consideration was given to: a focus on active learning, on learning to learn, on the formation of competencies, on the development of pupils' creative abilities as generators of values; the assurance of an optimal balance between theoretical and applied approaches; the actual possibilities of application in the classroom; and adaptation to the CEFR levels (A1 In the case of the primary level);
- The guide is addressed to teachers who teach the FL I in primary school and to educational directors. A successful implementation of the Curriculum developed in FL I involves;
- compliance and promotion of European policies on Language Learning;
- continuous adaptation of the FL I Curriculum to the CEFR;
- contribution to the effective management of the curriculum implementation for Primary Education and for the FL I at the level of the entire Primary Education department;
- creation of a favorable psychological and relational climate of the FL I at all levels;
- creation of an appropriate learning environment for FL I;
- creation of a motivational framework for teachers and students who learn FL I;
- conscious acceptance by the subjects of the educational process of the changes and innovations within the curricular framework;
- effective partnership with parents in the context of the Interdisciplinary Strategy for the Development of Parenting Skills and Competencies for 2016-2022 [19];
- effective partnership with representatives of the public, and with international entities which represent the appropriate foreign languages in the Republic of Moldova.

The authors

## 2.1 Curriculum Design developed for the subject

The guidelines related to Curriculum Design for FL I allow, as in the previous Curriculum, a coherent and logical approach to the complex process of designing teaching-learning-assessment of LS I at the primary level and mainly targets the communicative-action dimension of the language in the formation of the appropriate type of competences.

It is very important to note that the current Curriculum specifies the concept of school competence as an integrated system of knowledge, skills, attitudes, and values, acquired /formed and developed through learning, utilization of which allows identification and solving different problems in different contexts and life settings (NCRF, 2017). Completing the previous definition with the phrase attitudes and values led to a redefinition of each type of specific competence, so that each includes attitudes and values in its definition as an intrinsic component, as can be observed in all four subject-specific competence structures of FL I, especially outlined in the terminology mini-glossary of this Guide.

Moreover, this clarification produced a reconfiguration and a revision of the types of curricular domains endorsed in the previous Curriculum. As communication in a foreign language is based on the ability to understand, express, and decipher thoughts, impressions, and facts orally, in writing, and online, the major activities provided for its achievement, such as reception, production, interaction, and mediation, require specific contexts for the formation of this key competence.

Specific contexts can be associated with domains established either by the CEFR ((2001;2018): professional, public, educational, personal, or by the Massachusetts Foreign Language Curriculum (MFLC, 1999; 2017): communication, culture, comparison, connection, community. The latter allowed, in the Moldovan curricular experience, more visible and effective correlation between the type of domain and the type of competence (such as: the domain of culture with the (socio-/ pluri-) cultural competence), the conceptual and methodological transfer being made to several previous curricula: French Language Curriculum for Bilingual Classes (2008), Foreign Language Curriculum I (2010), Foreign Language Curriculum II (2016). The current version of the Curriculum for FL I maintains the implicit correlation of domains with competencies, without specifying the typology of domains, a fact which is already embedded and always accessible by simply consulting the previous curriculum as necessary for further understanding.

Thus, the primary level will initiate the formation of communicative language competences (linguistic, sociolinguistic, pragmatic) and (multi-/ inter-) cultural, with their associated fields of communication and culture, through methodological (comparison) and interdisciplinary (connection) approaches, having as a new feature the reconceptualization of competence by including attitudes and values (community) within all types of proposed competencies. The complexity of the types of skills developed will be achieved through progress from one level of education to another, ensuring the continuous training of the student until he is in high school.

The primary level will allow, simultaneously with the development of the types of competences, enhanced awareness in domains congruous with the Language and Communication areas, and connections between the Foreign Language I and other languages (Romanian, mother tongue), according to the student's linguistic experience, varying along with the four activities established by the CEFR.

It is important to note the appearance of the CEFR Companion Volume, in the exact year of curriculum development in the republic, which could involve the next cycle of junior high school, , given the study of the second FL in the fifth grade and the CEFR outlet to many other subjects; and the formation of a new competence with already developed descriptors: plurilingual competence, similar to the (multi-/ inter-) cultural competence that the Developed Curriculum proposed for instruction at the primary level .The development of the Curriculum at FL I for the primary level proposed the following premises:

- curriculum design focused on skills and goals by developing instructional suggestions capable of developing

/achieving these skills /goals;

- designing a singular set of specific competencies for the FL I from the perspective of the communicative-functional and action model of teaching /learning;
- correlation of specific competencies with the units of competence (previously - sub-competencies);
- correlation of the competence units with different methods for presenting of the content units (thematic modules, linguistic acts or new language elements) as well as with various educational activities and recommended concrete outcomes;
- parallel design of language content in the classroom to ensure visibility, clarity, progress, and continuity of the curriculum;
- correlation of the linguistic contents with those of Romanian or language of instruction;
- design of thematic modules with common sub-themes for all languages, with progression from one class to another, for visibility and curricular clarity;
- designing instructional contents according to communicative needs and competencies;
- correspondence of additional content with the competences specific to the subject;
- gradual and permanent correlation of the types of developed competencies with the performance levels of CECRL;
- ensuring continuity and progression from one class to another, considering the types of competencies which pupils develop;
- ensuring a personalized didactic approach, using the learning units;
- The teacher involved in the teaching of the foreign language at the primary level can find his /her activity meritorious but demanding. To fully capitalize on this activity, the teacher must understand his mission very clearly as well as the results he can expect from his pupils. For this purpose, the teacher must consider the following learning peculiarities of primary school pupils;
- the ability to see the essence of some grammatical categories without them being explicitly discussed;
- the ability to decipher /deduce the meanings of messages without understanding the meaning of each word (memorizing whole sentences and associating them with a certain context);
- the ability to use limited knowledge to create communicative settings without self-inhibition;
- the ability to learn indirectly (through images, representations, etc.);
- the ability to enjoy oral, written, and online communication;
- the ability to invent and develop their imagination;
- Concept development in the subject area implies the need to define the basic concepts of the FL I curriculum which are presented in a mini-glossary of terminology needed for the FL I teaching process at the primary level:
- **Language Action:** the process of updating multiple language competences in a concrete communicative setting.
- **Linguistic competence:** discrimination of the linguistic elements through the formulation of simple, short, correct messages, showing interest in valuing the language as a system.
- **Sociolinguistic competence:** the use of linguistic elements, demonstrating creativity in the use of language

within the framework of social contact.

- **Pragmatic competence:** adaptation of the linguistic elements to common /familiar contexts, demonstrating correctness and coherence in structuring the message.
- **(Multi-/ inter-) cultural competence:** appreciation of the specific elements of the culture of the foreign language studied, expression of interest in and respect for the values of another culture.
- **Contents:** means /tool for developing pupils' skills.
- **Outcomes:** measurable results through pre-acquisitions /units of competence obtained within the learning process, which confirm to what extent and at what level the competencies have been learned /developed.
- **A specific language:** a complex system of signs, symbols and grammatical rules, the basic tool of interpersonal communication.
- **Speech:** the manifestation of language by the individual in interpersonal communication.
- **Language:** a system of interpersonal communication through verbal and nonverbal means.
- **Mediation:** activity that allows an accessible (re) formulation of a primary text through translation or interpretation, summary or synthesis.
- **Task:** the action of one or more subjects who strategically mobilize their abilities to achieve a certain result.

The design and implementation of the FL I educational process at the at the primary level will be based on the following principles:

- the principle of harmonious development of the pupil's personality;
- the principle of review of material and recycling through a variety of teaching activities and strategies;
- the principle of illustration in the presentation of the teaching material;
- the principle of accessibility (from simple to complex) in the presentation of the contents;
- the principle of an individualized approach;
- the principle of personalization (individual awareness);
- the principle of active acquisition of knowledge, skills and attitudes;
- the principle of a communicative approach to linguistic and thematic contents;
- the principle of an intercultural approach
- the principle of the active co-participation of the student in the teaching-learning-evaluation process;
- the principle of focusing on success.
- The curriculum approach at this stage of FL I instruction will vary by grade, competency type and teaching unit, and will correlate with the expected outcomes for each grade, allowing the student to:
- use statements, and short, simple texts based on intonation patterns characteristic of a foreign language in simple and familiar contexts;
- correctly use grammatical structures specific to the foreign language, following short, simple sentence patterns in familiar contexts;
- read short, simple /online texts, applying linguistic rules to properly convey a short, simple written message;

- write simple words, sentences, and short texts legibly and neatly, with correct spelling;
- apply elementary forms of address, formal and informal, in/ written /online form, to perform a simple task;
- deduce the global meaning of oral /written /online messages, and of some short, common authentic texts, to seek guidance or to be informed;
- model simple situations of daily life, in oral and written communication;
- apply linguistic resources for the accomplishment of communicative functions in familiar communicative settings;
- describe and compare cultural values, which appertain to the allophone /local cultural heritage;
- participate in an intercultural dialogue as a mediator, through simple words and nonverbal language appropriate to the context and the interlocutors;
- perform poems, songs, stories, tales, skits, which belong to the cultural heritage of the allophone country, while **expressing as predominant specific attitudes and values:**
- interest in valuing the language as a system;
- creativity in the use of the language within the framework of social contact;
- correctness and coherence in structuring the message;
- interest in and respect for the values of another culture.

At the primary level, the concept of developing key competences of communication in foreign languages (the Education Code of the Republic of Moldova, art. 11(2) should consider the fact that pupils are still developing psychomotor skills, and that the attention span is shorter and that pupils need specific illustrative material to acquire and become aware of the contents of the language studied.

## 2.2. New features of the curriculum which has been developed

The new features developed in the Curriculum in the LS I subject include the following developments /re-conceptualizations:

- Inclusion of the notion of competence in accordance with the CRCN recommendations.
- Transferring the domains of Comparison, with methodological competence, and Connection, with interdisciplinary competence, to the Curriculum Implementation Guide as approaches.
- Designing the Community domain, with civic /attitudinal competence, within each of the domains (Communication, Culture, Connection, and Comparison) and previous competencies (linguistic, sociolinguistic, pragmatic, pluricultural).
- Reinterpretation of the communicative competence in the Communication domain and its division into types of activities (reception, production, interaction, mediation) and forms (oral /written /online), which are indicated in the curriculum after each type of competence.
- Redefinition of sub competence as unit of competence and the insertion of new elements of language into the content units.
- Inclusion of Thematic Suggestions and common communicative tasks for all foreign languages at the end of the Linguistic Contents component.
- Connection of the linguistic contents and the metalanguage to the learning stages and their correlation with the Romanian /mother tongue and with the foreign languages studied (perceptive approach).

- The update of the thematic suggestions and sub-themes by correlating them both in parallel by grade level and in progression according to the pupil's current needs and the requirements of the curriculum which has been developed.
- Explanation of the functional correlation between the components of the Content Unit in the primary cycle.
- Promotion of a focus on values and attitudes across all competences.
- Exemplification of action tasks and assessment items for different competences and grades.
- Implementation of criterion-based evaluation through descriptors throughout the primary level of education

## 2.3. Guidelines for teaching and assessment strategies in the context of the primary Curriculum

### 2.3.1. Guidelines for teaching strategies

The curriculum for primary education sets forth the following precepts regarding teaching strategies:

- **ensuring equal access to education for all children**, including those with the special educational needs (SEN), promoting individualization and differentiation in the educational process;
- **focus on the student** and not on the teaching material, which is a means of achieving the goals;
- **the unity of the psycho-and socio-centric approach**: each child is valuable for his/her uniqueness, by which is he /she is valuable to society, at the same time, the acquisition of society's values maintains the value of the child's personality.
- The overall orientation is defined by an emphasis on learning, while teaching and assessment are focused on the activation of learning. In this sense, while respecting the age of the learners, the strategies will be guided by the following paradigms:
  - **The paradigm of learning as (inter) active development of knowledge** - group learning through cooperation, mutuality in the context of alternating forms of organization: "flexible and mobile grouping of pupils with transitions from large group actions to small group actions, homogeneous, and then individual activities" [26, p. 36].
  - **The paradigm of learning as a construction of knowledge** (constructivism) which emphasizes the importance of autonomous learning, involvement in open situations of learning and communication, and knowledge management. The pupil is trained as one who constructs learning and self-knowledge, the teacher plays the role of a model and facilitator of learning situations, who provides active support and encourages autonomy.
  - **The paradigm of learning as self-exploration and self-discovery** (self-knowledge) (for example, reflection strategies or metacognitive strategies) - to the extent that they reflect on their own experiences, pupils can integrate the new acquisitions. Reflection is also important for the formation of learning ability /learning how to learn, which includes awareness of the learning process and requirements.

The design of teaching strategies is determined by the curriculum, but is personalized, based on multiple factors: pupils' developmental needs, the specifics of the subject, the teacher's teaching personality, the school's organizational culture, access to modern media and information, etc.

Promoting the diversification and personalization of teaching strategies, the curriculum emphasizes:

- orientation towards active learning;
- orientation towards learning to learn;
- orientation towards developing competences;
- orientation towards the development of pupils' creativity.

### 2.3.2. Evaluation criteria by descriptors. General guidelines

According to the Education Code of the Republic of Moldova, Art. 16 (5), the assessment of learning outcomes in primary grades is a criterion-based and is carried out by descriptors.

The conceptual framework of Criterion-based Assessment by Descriptors (EDC) in primary education is identified by the following definitions [men. 11, 12, 13, 14].

**The methodological basis** of EDC is assessment for learning.

**The main goal** of EDC is to improve the scores obtained individually or in groups, contributing to the motivation for learning, for (self-correction) of mistakes, and therefore to the evolution of the development of the personality of a young pupil.

Being ancillary to the best interests of the child, the EDC process was based on a singular system of principles:

Psycho-pedagogical principles	Teaching principles
<ul style="list-style-type: none"><li>• the principle of focusing on personality of the evaluated (educated), on his individual and age-related characteristics;</li><li>• the principle of motivation to learn;</li><li>• the principle of confidentiality;</li><li>• the principle of success;</li><li>• the principle of transparency and participation in the evaluation process (child /parent /legal representative of the child).</li></ul>	<ul style="list-style-type: none"><li>• the principle of relevance and efficiency;</li><li>• the principle of integration of the educational process of teaching-learning and assessment;</li><li>• the principle of the precedence of self-assessment;</li><li>• the principle of flexibility in choosing evaluation tools;</li><li>• the principle of correlating formative with summative evaluation.</li></ul>

**The object of the evaluation** (assessment) in the primary school is the individual school grades of the child. The spectrum of targeted grades is determined by the goals stipulated in the curriculum.

**The school product** is a school grade designed to be achieved by the pupil and measured, and evaluated by the teacher, the pupil himself, colleagues and possibly the parents.

The FL I curriculum includes the lists of assessed concrete outcomes in each learning unit.

**Evaluation criteria** are sets of important qualities that are found in learning products and that should be presented as a system, as an integral and inseparable unit with the product. The evaluation criteria are presented to the pupils in the form of success criteria, formulated in accessible language, briefly, using verbs, and usually in the first person singular. Success criteria can also be drawn up with a focus on non-operational and /or attitudinal aspects.

**The descriptors** represent the qualitative assessment criteria that describe the way a student's competencies are manifested and allow for determination of the degree of their achievements; operational indicators are directly observed in the performance of the pupils, as well as in the results and products of their specific activities.

Thus, the general descriptors for primary education describe the manner of manifesting the pupil's competences in the process of achieving the curricular goals on two interrelated dimensions:

- **the cumulative dimension** directly targets the student's performance in school subjects and allows the assignment of grades: very good, good, sufficient;
- **the formative dimension** targets the performance of the student and allows the establishment of the performance level: independent, guided with more support by the teacher.



## THE PUPIL WHO HAS ACHIEVED COMPETENCES

- capable of self-development

- requires training for consolidation

- is in the process of formation

performance indicators

## ACHIEVES SCHOOL PRODUCTS (CONCRETE OUTCOMES)

- correct
- complete
- consistent
- without hesitation

- with minor errors/ mistakes
- with minor flaws
- with minor inconsistencies
- with small hesitations, overcome as a result of guidance (guiding questions) provide by the teacher

- with mistakes
- incomplete
- with inconsistencies
- with excessive hesitations as a result of the support (indications, explanations) provided by the teacher

performance descriptors

## EXPRESSION OF THE EFFECTIVE BEHAVIOR

Independent

Guided by the teacher

With more support

performance levels

*formative (dynamic) dimension*

## CERTIFIES THE ASSESSMENT OF SCHOOL RESULTS THROUGH

Very good

Good

Sufficient

ratings

*cumulative dimension (decisive)*

**Fig. 1. Assessment of school results in the context of EDC**

In the primary grades, priority is given to the formative aspect of assessing school progress. Thus, the young pupil is offered an increased chance for success in the individual context of personality formation. For SPED students, the same criteria system is used, but it is applied based on an individualized curriculum.

### 2.3.3. Guidelines for Assessment Strategies

The instrumental assessment and the non-instrumental assessment are classified depending on the assessment tools utilized (exam, oral, written, practical or combined assessment, etc.) In terms of when they are used, are three types of assessment strategies: initial - predictive; formative - continuous; summative – concluding.

Formative assessment strategies can be classified into:

- **phased formative assessment** - instrumental, related to several competence units; the formative assessments over time must ensure the “preparation” for the summative assessment at the end of the relevant learning path;
- **targeted formative assessment** - instrumental formative assessment, related to a unit of competence;
- **interactive formative assessment** - non-instrumental, emotional feedback, about content, about attitude, related to the goals of the lesson.

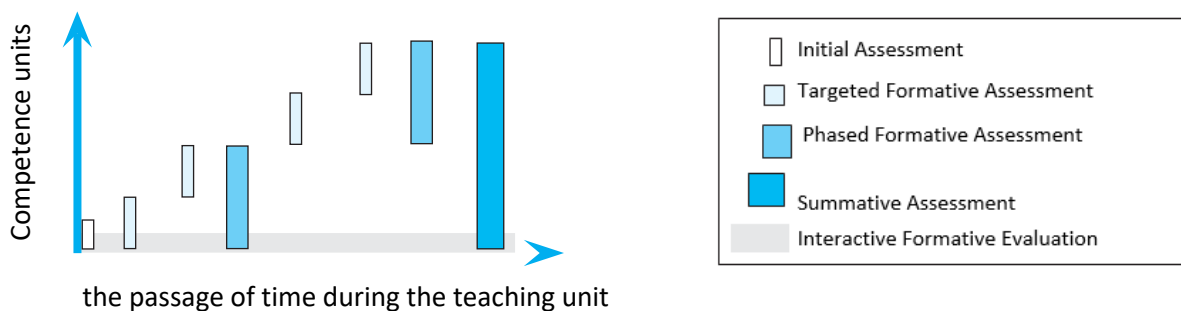


Fig. 2. Possible model for using assessment strategies in the learning unit

### 2.3.4. Self-assessment in the context of self-regulation

This curriculum endorses orienting the evaluative approach towards the stimulation of self-reflection, self-control, and self-regulation. In this context, the diversification of assessment strategies is emphasized along with the alternation of traditional methods, techniques, and assessment tools with modern (alternative /complementary) ones): systematic observation of student activities and behavior, portfolios, projects, case studies, self-assessment and so on.

Necessary conditions for effective self-assessment:

- presentation of the workload (product) and success criteria;
- encouragement of the pupils to ask questions on how to complete the assignment (awareness of the criteria);
- controlled application of self-checking grids;
- encouragement of assessment in a group or class (peer assessment);
- filling out a questionnaire (self-assessment sheet) upon completion of the relevant work assignment.

In the context of EDC, self-assessment requires an effective toolkit in the form of a transition from quantitative to qualitative assessment. Reconfiguration of the tools used for self-assessment is required within the classroom context to curb the ingrained habit of appreciating only what the learner knows and to favor a new approach - a leap from how much to know in what way. For example, we contrast:

Quantitative approaches	Qualitative approaches
<ul style="list-style-type: none"> <li>• How much of what you proposed did you?</li> <li>• Evaluate the results obtained: Very good; Good; Sufficient.</li> <li>• How well did your assignment succeed: Very well; Good; Sufficiently?</li> </ul>	<ul style="list-style-type: none"> <li>• How pleased /satisfied are you with the accomplishment of the task? <ul style="list-style-type: none"> <li>• Appreciate the way you performed the task: independently; with guidance; with support.</li> <li>• How did you accomplish your assignment: independently; with support.</li> </ul> </li> </ul>

Self-assessment is an alternative /complementary assessment method that is suitable for any type of assessment in the EDC context, but it is also an important capacity to be developed. Therefore, to develop students' ability to self-evaluate, the following procedures are recommended with guidance from the teacher: self-correction; peer correction; self-evaluation; peer evaluation.

The development of students' capacity for self-evaluation ability is closely related to the idea of accepting students as partners in the assessment process. Thus, the pupils/students, who participate in their own learning, come to know themselves better, an important achievement useful for their entire social life.

## 2.4. Methodological guidelines for the development of curricula for Foreign Language I

According to the Primary Education Curriculum, the central concept for the development of curricula for a subject, including FL I, is **personalized didactic design**. Personalized didactic design affirms the teachers' right to make decisions about the methods that they consider optimal to ensure the quality of the learning process in the classroom. At the same time, through didactic design, the teacher assumes personal responsibility for providing students with individualized learning pathways, depending on the specific conditions and requirements.

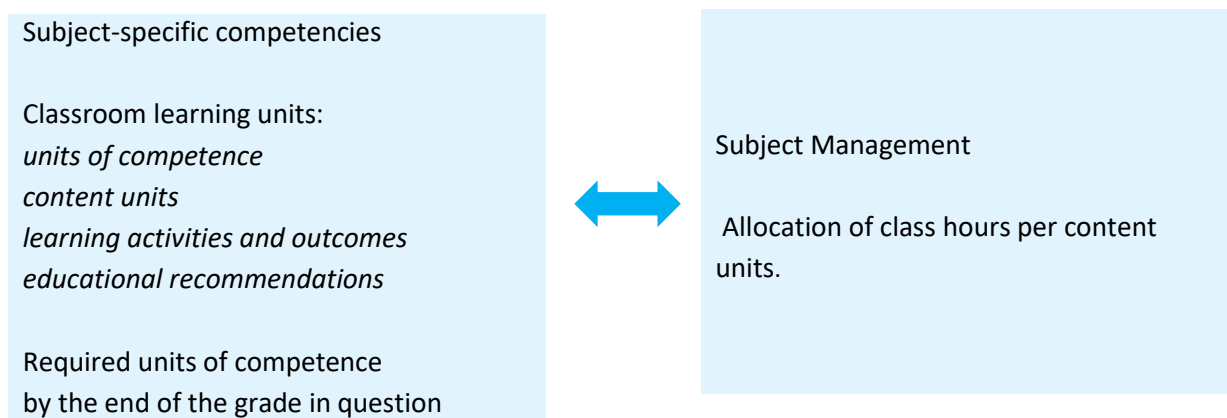
Following this curriculum concept for primary education, it must be emphasized that didactic design in a school subject such as FL I, requires the teacher to think ahead of the classroom activities, pre-designing teaching, learning and assessment, all of which are split into two interdependent levels: long term and of short term.

**The Step-by-Step Teaching Design Documents**, drawn up by the teacher and approved within the educational institution, are the following:

- at the long-term level: plans for F L I administration (annually, every six months): plans for F L1 learning units
- at the short-term level: didactic plans (daily) for F L I lessons or other forms of organization, for example: field trips, visits.

Step-by-Step Teaching Design Documents are administrative documents that create a personalized interpretation of the overall curriculum (school program) in the concrete conditions of the specific classroom, in the context of available methodological, temporal and material resources, which the teacher considers optimal. The curriculum of F L I is the main guideline, a normative document for the individual design of educational activities in the classroom for the given subjects.

In this sense, the grade-level curriculum is considered while considering the interrelationship of the following elements:



According to this curriculum concept for primary education, **specific competencies** which are developed for all primary grades make up the long-term plan for the subject.

The annual didactic design of the subject is drawn up according to the data from the Long-Term Plan considering the allocation of class hours per unit content units.

**The systems of competence units designed for a learning unit** are integrated into the cumulative assessment at the end of that learning unit and selectively – into the formative assessment along the way. These systems support didactic design of learning units and short-term didactic design.

**The systems of competence units summarized at the end of each grade** are provided for the annual assessment. These systems will support the description of the pupils' grades in the school performance table which is drawn up at the end of each of the 2nd to 4th grades.

**Content units** are informative tools through which the competence units developed for a specific learning unit can be mastered. Consequently, the goal is to achieve the specific competences of the subject as well as the transversal /transdisciplinary competences.

Content units include the lists of subject-specific terms: words /phrases that should be included in the pupil's active vocabulary by the end of the learning unit.

**Recommended learning activities and concrete outcomes** are an open list of meaningful contexts for the demonstration of competence units, designed for training /development and assessment within a given learning unit. Teachers have the freedom and responsibility to make use of this personalized list when designing and conducting lessons, implementing it according to the particularities of the pupil's specific grade and the available resources.

### 2.4.1. Long-term Plans

Long-term Plan:

- includes: title, long term plan, academic unit plans;
- This is an administrative document that is drawn up by the teacher at the beginning of the school year for each academic subject and allows for some adjustments and developments during the year depending on the actual dynamics of the class of students;
- It should be a functional tool that provides a concise cycle of content and assessment, focused on the structure of the school year and oriented towards the achievement of the curricular goals by the pupils in the class.
- it is advisable that it have a personalized character, blending instructional criteria with the creativity and professional competence of the teacher, which is beneficial, first, for the pupil; edited long-term plans can be used as benchmarks in an individualized approach. Teachers have the right to create only the subject management plan (long term plan) at the beginning of the academic year; the planning of each learning unit (module) takes place throughout the year, as the implementation of the previous unit plan is completed.

**THE HEADLINE OF THE LONG-TERM PLAN** will include the following mandatory elements:

- **Subject** - the name of the subject which is written in accordance with the Framework Plan;
- **Specific competences of the subject** - which are transcribed from the Curriculum;
- **Bibliography** — a list of subject-related resources:

- Primary resources: curriculum, textbook approved by MECR

- Supporting Resources: Foreign Language Curriculum Implementation Guide, Teachers' Guide, teaching guidelines, pupil's self-study books, test books, educational software, etc.

**NOTE!** Pupils' support materials must be responsibly selected by teachers, considering the curriculum provisions, alignment with the MECR-approved textbook, pupils' needs and preferences, and the financial capacity of the parents. These supporting resources are not mandatory and will be agreed upon with the primary level deputy director for instruction. The director will ensure that these supporting resources are not overused and that their purchase is not required

**THE LONG-TERM PLAN** will have the following heading:

FL1 LONG TERM PLANS:

No. hours per week	No. hours per year

Learning Units	No. of hours	Assessments			Remarks
		IA/IE	FA/FE	SA/SE	

Instructions for filling in the columns

- ✓ **No. of hours per week** – is recorded according to the Framework Plan.
- ✓ **Number of hours per year** – is calculated in accordance with the structure of the school year, which is established for each school year of the MECR of the Republic of Moldova.
- ✓ **Learning units** – can be taken from content unit names (modules) in the curriculum or names of chapters (modules) from the text book approved by the MECC for the current year.
- ✓ **No. of hours for each learning unit** - is designed as a guide, considering: the recommendations of the curriculum; the relevant contents of the textbook; the complexity of the contents; and the pupils' learning pace.
- ✓ **Assessments** - the number of initial assessments (IA), formative assessment in stages (FA) and summative assessments (SA) planned during each learning unit. Thus, the teacher will be able to clarify whether the allocation of lessons into modules will allow him to efficiently carry out the formative assessment process and to ensure the continuity of the assessment process. At the same time, it also creates an overview of the teaching process for the subject

The number of summative assessments in FL I is determined considering the recommendations of the Methodological Letter compiled annually by MECR.

- **Remarks** - record any changes that may occur during the school year.
- **The teacher** is free to complement the Long - Term Plan with other headings/sections that can facilitate his /her planning activities. For example: he may divide the year into semesters and note the total at the end of each semester as well as at the end of the school year; he may include a heading Week and indicate weekly the number of hours reserved for the completion of the module (e.g. S1, S2, etc. or by specifying the calendar periods).

**LEARNING UNIT PLANS** will have the following heading:

Learning unit: \_\_\_\_\_

Number of allocated hours: \_\_\_\_\_

Units of competence	Contents details	No. of hours	Date	Resources	Assessment	Remarks

### Instructions for completing the columns/rubrics

- ✓ **Learning unit** – record the serial number and the name of the unit in accordance with the structure of the Long-Range Plan.
- ✓ **No. of allocated hours** - record the corresponding number from the Long-Range Plan.
- ✓ **Units of competence** – In the table, write the numbers of all the Competence Units from the Curriculum which will be used in the module (for example: 3.1; 3.2; 3.3 etc.); if deemed necessary - copy the text of the Competence Units from the curriculum.
- ✓ **Content details** - the thematic topics allocated for each class, which can be taken from the MECC approved guidelines, from the list of contents of the curriculum; then, according to the specifics of the subject, the creative abilities of the teacher and other factors, the learning path is explained for each lesson – briefly or in detail; the recordings in these columns must highlight the basic understandings to be included in the gradebook for each lesson.
- ✓ **Date** – record the calendar date for each thematic subject indicated in the previous column, considering the structure of the school year.
- ✓ **Resources** - indicate the pages in the textbook and, possibly, in supplementary resources, for each thematic topic; at the discretion of the teacher, other elements can be noted (teaching materials, organization of activities, etc.); at the level of the learning unit, it is not necessary to plan the methods and forms of the didactic activity of the lessons (if desired, references to this aspect can be made when detailing the contents).
- ✓ **Assessment** - the lessons in which assessments are planned should be indicated: initial evaluation (IA); formative assessment in phases (FA); summative assessment (SA), including the FL1 annual assessment (AA):

- at the beginning of the year, term, or module, an IA is designed;
- the number of FA is determined considering the recommendations of the MECC Methodical Letter;
- the allocation of FA during learning is made in accordance with the pace of pupil's learning, and other possible factors; at least two FA will be designed during a course completed by a SA.
- after each summative assessment, a lesson of post-assessment activities is carried out: review, training, development.

It is recommended to plan the units of competence and /or the outcomes selected for each FA. These can be indicated accordingly in the Remarks section - at the planning stage or along the way.

**NOTE!** It is important that all the units of competence /concrete outcomes which are undergoing step-by-step formative assessment throughout the learning unit provide proper coverage of the units of competence that will be targeted by the summative assessment at the end of the unit.

Targeted Formative Assessment (PET) and Interactive Assessment (IA) both have learning as their priority. Therefore, they need to be designed not at the module level, but at the lesson level.

- ✓ **Remarks** - record any changes that may occur during the school year.

### 2.4.2. Short-term plans (Daily Lesson Plans)

The short-term plan offers a rational outline for the lesson, starting from three interrelated benchmarks:

- what we intend to achieve - the goals of the lesson;
- the necessary elements to achieve what we set out to do - contents and teaching strategies (forms; methods, procedures and techniques; means);
- how we measure learning efficiency - assessment strategies.
- The curricular documents emphasize that the focus of primary education on competence training does not exclude the concept of the objective, but, it involves capitalizing on short-term planning, correlating those components of the learning unit which are aimed at that lesson.

**NOTE!** In the process of developing the goals of the lesson the predominant attitudes and values specific to the discipline must be considered.

The FL I Lesson Plan will contain the previously noted new elements and will be developed with the following structure:

- the thematic module under analysis
- the type of competence /competences proposed for the current lesson
- the units of competence designated in the given lesson as previously acquired
- the expected degree of content mastery and of student involvement
- content benchmarks (content unit, language documents appropriate to the content unit, new language elements, activities)
- the lesson objectives
- teaching strategies (forms, methods, means)
- the assessment strategies (types of assessment, evaluated products, forms, methods, means)
- resources

### THE TYPE OF THE LESSON

The development of a lesson plan begins with the classification a lesson within the learning unit, which implies the definition of the type of lesson, and the type of lesson corresponds to the type of assessment that can be used in the lesson. From an EDC perspective, this correlation is configured as follows:

- interactive formative assessment activities can and should be carried out in any type of lesson, targeting different aspects, including attitudinal and metacognitive ones;
- targeted formative assessments are best suited for application lessons, and step-by-step formative assessments - in analysis-synthesis lessons; however, depending on the available time for the module and other factors, the teacher may choose another possible option.

**THE HEADER of the SHORT-TERM PLAN** must include:

**The subject/topic** of the lesson:

**The type of lesson:**

**Specific competences:** 1. \_\_\_\_\_ 2. \_\_\_\_\_ etc.

**Units of competence:** 1. \_\_\_\_\_ 2. \_\_\_\_\_ etc.

Lesson goals/ objectives:

At the end of the lesson, the student will be able to:

O1:

O2: etc.

**Teaching strategies:** forms:

The methods, techniques, and procedures:

The means:

**Assessment strategies:**

**THE DESIGN OF THE TEACHING APPROACH FOR THE FL I LESSON** can be achieved both based on the instructional sequences (R.M. Gagné's model) broken down by type of lesson (table 1), as well as based on the stages of the lesson framework: Evocation - Realization of meaning - Reflection - Extension (ERRE).

**Table 1. Types of lesson from the perspective of competence formation.**  
**Instructional sequences**

<b>Developing Knowledge Acquisition Abilities Lesson</b>	<b>Developing Comprehension and Understanding Lesson</b>	<b>Knowledge Application Abilities Lesson</b>
1. Organization of the class; 2. Checking of the homework. Activation of prior knowledge; 3. Teaching-learning new material; 4. Consolidation of the material and practice: at the reproduction level; 5. Timely, instructive evaluation/ assessment of the new material; 6. Review of the lesson. Conclusions; 7. Announcement of the homework.	1. Organization of the class; 2. Checking of the homework. Activation of prior knowledge; 3. Consolidation of the material and practice at the reproduction level: a) Reproduction b) Production 4. Timely, instructive assessment 5. Review of the lesson. Conclusions; 6. Announcement of the homework.	1. Organization of the class; 2. Checking of the homework. Activation of prior knowledge; 3. Consolidation of the material and practice at the reproduction level: a) Production b) Transfer to other areas 4. Timely, instructive assessment; 5. Review of the lesson. Conclusions; 6. Announcement of the homework.



<b>Developing Analysis-Synthesis Abilities Lesson</b>	<b>Developing Evaluation Abilities Lesson</b>	<b>Mixed Lesson</b>
1. Organization of the class 2. Checking of the homework 3. Analysis-synthesis of the material under study. (systematization, classification, generalization) 4. Analysis-synthesis of the solution methods studied at the proper level: a) productive, with transfers to the other areas; b) creative 5. Timely instructive assessment 6. Review of the lesson. conclusions 7. Announcement of homework	1. Organization of the class 2. Instructions for completing the evaluation/ assessment papers 3. Completion of the evaluation/ assessment papers 4. Review of the lesson. Conclusions 5. Announcement of the homework	1. Organization of the class 2. Checking of the homework. Activation of prior knowledge 3. Consolidation of the material and practice: at the reproduction level: a) Reproduction; b) Production, with some transfer to other domains 4. Timely, instructive assessment 5. Review of the lesson. Conclusions 6. Announcement of the homework.

The ERRE model is configured as a teaching framework for planning and learning, conducive to the development of critical thinking. The relationship between the ERRE stages and the competency learning process can be represented using a set of 6 steps, which facilitates the method of developing competences:

<b>Evocation</b>	1. Get involved!
<b>Realization of the meaning/ Making sense</b>	2. Get Informed! 3. Process the information!
<b>Reflection</b>	4. Communicate and decide! 5. Evaluate/Assess!
<b>Extension</b>	6. Act

The degree of implementation of the plans will be decided by the joint agreement of the teacher with the responsible director.

## 2.5. Teaching suggestions

The curriculum for primary education also asserts that the authors of textbooks and other teaching aids will fully comply with the requirements and recommendations of the curriculum in developing teaching-learning-assessment content and activities. The textbooks will be integrated into the FL I curriculum, being accessible, functional, operational, and fulfilling not only an informative, but also a formative function - learning through independent, guided exploration, directed research, stimulation, self-expression, instruction, self-assessment and, finally, competence training. The authors of the textbooks have the right to:

- change the order of teaching the content items, if this does not affect the scientific or educational logic;
- group content elements in learning units in various ways, respecting the internal logic of developing concepts specific to the subject.

In the primary grades, teaching and learning of the elements linguistic organization in FL I will be achieved by a spiral organization through progressive assimilation, firstly orally, then in writing, through mediation or continuous reformulation based on the inclusion of descriptors in accordance with the CEFR **Supplementary Volume** (2018), through constant repetition, **by intuitive or deductive approaches, without strict specification of the appropriate metalanguage or linguistic terms**. Some grammar categories can be developed in a pupil with the help of automatic

assimilation (mechanics) based on some statements which vary in gender, and some exercises which vary in form (2018) (oral, written, online), along with dialogues and use of language related to the units of competence, thematic modules, and teaching activities

The process of dispensing linguistic material will be carried out based on a minimum active vocabulary of high frequency terms, in accordance with the needs of comprehension and language use, in full accordance with the grammatical terminology acquired in Romanian or the native language. The focus will be on the communicative-situational aspects rather than the grammar itself (morphology /syntax) considering the action and communicative approach promoted by the CEFR with the transition from conceptual-normative grammar to discursive grammar of meaning. Thus, grammar cannot be a goal in itself or a point of reference, but rather a point of arrival, the respective grammatical categories being intuited or deduced based on the situations and contexts for communicative tasks, of the linguistic material being learned. The use of the metalanguage will be carried out gradually, as a continuous process, depending on the pupil's current level of knowledge and ability to understand abstract concepts, so that the deepening and categorization of some grammatical concepts will be left to the following grades.

The basic vocabulary (approximately 200-250 words for each grade), flexible in terms of content, will need to include vocabulary items appropriate to the pupils' everyday experience to facilitate their communication in situations of interest to them, in accordance with the proposed topics and subtopics of the modules: **The pupil's own views of himself, Family, Environment, Social life, School, and Cultural /civilizational environment.**

The most up-to-date proposal for authors of language textbooks is the development of **a new generation of textbooks** oriented towards the CEFR principles and corresponding to **A1 level** descriptors. These textbooks also recommend an intuitive, communicative-practical approach to presenting the material, including grammar.

The order in which these thematic modules with subtopics will be considered will be determined by the specifics of the learning unit, their use in everyday situations or contexts, the texts offered for reading or listening, and the performance of specific practical tasks. Particular attention will be paid to the development of the ability to understand the communicative function of the language and its value in general or as a system based on language competence, using situations that are relevant to the pupils. Both textbook designers and teachers are encouraged to put into practice the principles of the curriculum, which are set out in the Conceptual Guidelines: repetition and restructuring of material, accessibility, individualization, a communicative approach to the linguistic and thematic content, an intercultural approach, orientation towards success, etc., depending on the specific educational projects implemented at the initial level. In support of this implementation, various active and interactive didactic strategies can be recommended: illustrative and explanatory teaching strategies; heuristic strategies; algorithmic strategies; collaborative learning strategies; and problem-solving strategies, all of which are thoroughly reflected in NCRF (2017). Promotion of the educational alternatives of teaching-learning-assessment, learning by discovery and problem solving is encouraged. In the primary grades, the teacher is encouraged to make extensive use of illustrative teaching aids (images, concrete objects, tables, diagrams, infographics, digital products, etc.), modern teaching tools (computer, TV, video, tablets, etc.) and events /exercises with an attractive playful character (associations, elections, mimicry, videos, listening based on simple rhymes, texts, songs, poems, stories, stories, skits, etc.). In order to develop pupils' self-confidence and to allow them to see themselves as partners in the educational process, as well as to develop their delivery or fluency of expression, it is recommended to organize classes in pairs, or groups, online or offline, under the guidance or close supervision of a teacher as a partner in the educational act. In order to develop competencies in the intended areas of communication and comparison, textbook authors and teachers are encouraged to consult the CEFR Supplementary Volume, where they can find currently developed descriptors that should form the basis for formulating assignments and curricular projects to develop the (multi-/ inter-) cultural or multilingual Competencies according to the 2018 version of the CEFR. The multilingual dimension of the CEFR values the cultural and linguistic diversity of the individual which is taught by the FL. It stresses the need for learners as social actors to use their linguistic and cultural resources, as well as their experiences, in order to fully participate in social and educational contexts, achieve mutual understanding, gain a means of access to knowledge, and thereby

broaden their linguistic and cultural repertoire. Among the new CEFR descriptors that define (multiple /intercultural) competence at the A1 level, it is worth mentioning:

Building on pluricultural repertoire can recognize different ways of numbering, measuring distance, telling the time, etc. even though they may have difficulty applying this in even simple everyday transactions of a concrete type. Following the methodology proposed by the CEFR, textbook developers and teachers who teach the FL I at the primary level are encouraged to include tasks from a communicative or action perspective in the course of the learning units, according to the competences being developed and the model tasks in different foreign languages in different grades, specific FL I competencies, units of competence, thematic modules, etc.

## 2.6 Sample assignments for lesson planning

### THE ENGLISH LANGUAGE

#### Second Grade

3. Pragmatic competence: Adaptation of the linguistic elements to common /familiar contexts, demonstrating correctness and coherence in structuring the message.

Competence Units (sub-competences)	Content units(strands)	Recommended learning activities and school products (concrete outcomes)	Action task
<b>Production of oral and written messages</b>			
<p><b>3.1</b> Identification of the overall meaning of simple oral and written messages regarding personal information and familiar objects.</p>	<p><b>Suggestions for Context and communicative tasks:</b></p> <ul style="list-style-type: none"> <li>• The pupil’s own views of himself</li> <li>• Family</li> <li>• Social life</li> <li>• Environment/nature</li> <li>• Culture of the English-speaking environment</li> </ul> <p><b>Use of Language</b></p> <ul style="list-style-type: none"> <li>• To recognize (people, objects and familiar actions)</li> <li>• To use simple, clear instructions (to follow instructions in learning activities)</li> <li>• To locate people and familiar objects)</li> <li>• To indicate the quantity (of objects and people with the help of numbers and figures)</li> <li>• To process information (from a template or simple table)</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>- Watching short, simple cartoons;</li> <li>- Listening to MP3 materials (dialogues, songs, stories, poems);</li> <li>- Utilizing interactive language games;</li> <li>- Identifying familiar items from images or their location on maps, tables, and posters;</li> <li>- Reading short, simple messages;</li> <li>- True or false exercises;</li> <li>- Completing worksheets.</li> </ul> <p><b>Concrete Outcomes (school products):</b></p> <ul style="list-style-type: none"> <li>- Short, clear statements;</li> <li>- Drawings;</li> <li>- Photos;</li> <li>- Collages;</li> <li>- Posters;</li> <li>-Tables;</li> <li>- Comic strips; Group projects.</li> </ul>	<p>Listen to your teacher carefully and follow these instructions:</p> <ul style="list-style-type: none"> <li>• Open the book.</li> <li>• Open the notebook.</li> <li>• Open the pencil box.</li> <li>• Put the pen on the desk.</li> <li>• Put the book on the notebook.</li> <li>• Put the pencil in the pencil box.</li> <li>• Close the book.</li> <li>• Close the notebook.</li> <li>• Close the pencil box.</li> </ul>

**Production of oral and written messages**

**3.2.** The functional use of linguistic resources in order to make simple oral and written statements about personal information and familiar objects.

**3.3.** Achievement of communicative functions and simple language (speech) acts, based on schemes or descriptors of oral /written interaction.

**Suggestions for Context and communicative tasks:**

- The pupil’s own views of himself
- Family
- Social life
- Family
- Social life
- Environment

**Use of Language**

- To introduce oneself (using simple linguistic structures)
- To briefly describe familiar objects using colors and other adjectives)
- To express preferences, physical states, and feelings (via the verb "to be")
- To list vegetables and fruits (presented by or via a poster or drawing)
- To role-play short conversations
- To complete simple forms(templates) with information (flyers, posters, infographics)
- To make a list (shopping list, guest list)

**Activities:**

- Formulating of short, simple questions and answers;
- Role-playing simple scenes from familiar stories; - Learning games;
- Role-playing the content of a simple, short text or dialogue;
- Making short descriptions of people or images;
- Making short, simple dialogues;
- Completing short, simple forms(templates);
- Completing tables and simple concept maps;
- Taking dictation.

**Concrete Outcomes (school products):**

- Short, clear sentences;
- Speaking about images;
- Descriptions;
- Dialogues;
- Poems;
- Songs;
- Posters;
- Collage;
- Role-playing games (looking for information, paying, thanking);
- Group projects.

Bring a book, a newspaper or a magazine where there are pictures of classrooms from different schools to class. Choose one picture you like. How many objects can you name using the phrase „this is a ..."? Write down five sentences using the new vocabulary studied in the unit "In the Classroom":  
desk, chair, blackboard, pencil box, ruler, eraser, sharpener, map, pen, pencil.

You have learned the names of several jobs and occupations. Interview your classmates and find out what their parents' jobs are. Complete the chart below. Ask your classmates:  

- Is your mother a teacher/ a doctor/a shop assistant/ a housewife?
- Is your father a driver/ a mechanic/a policeman/ a programmer?

- To thank someone
- To say goodbye
- To count (up to 10)
- To indicate the date

<b>CLASSMATE'S NAME</b>	<b>JOB</b>
<i>FATHER</i>	<i>a teacher/ a doctor/ a shop assistant/ a housewife</i>
<i>MOTHER</i>	<i>a driver/ a mechanic/ a policeman/ a programmer</i>

**Fourth grade**  
**THE ENGLISH LANGUAGE**

**3. Pragmatic competence: Adaptation of the linguistic elements to common /familiar contexts, demonstrating correctness and coherence in structuring the message.**

Competence Units (sub-competences)	Content units(strands)	Recommended learning activities and school products (concrete outcomes)	Action task
<b>Oral /Written /Online Interaction/ Mediation</b>			
<p><b>3.4.</b> Organization of the linguistic resources to achieve simple communicative functions.</p> <p><b>3.5.</b> Integration of the known linguistic structures in short, simple conversations.</p> <p><b>3.6.</b> Participation in short, simple dialogues.</p> <p><b>3.7.</b> Expressing an interest toward a person.</p>	<p><b>Suggestions for Context and communicative tasks:</b></p> <ul style="list-style-type: none"> <li>• The pupil’s own views of himself</li> <li>• Family</li> <li>• Environment</li> <li>• Social life</li> </ul> <p><b>Use of Language:</b></p> <ul style="list-style-type: none"> <li>• to justify (personal preferences in clothing, food, sports, or leisure)</li> <li>• to identify (politeness formulas to communicate efficiently during a visit to the store or restaurant)</li> <li>• to offer and request information (regarding prices or schedules)</li> <li>• to communicate efficiently (through common language formulas with - teachers and</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>- Description of simple conceptual maps; Involvement of pupils in group projects for making posters, collages, photo albums, online greeting cards, infographics;</li> <li>- The detailed description of daily activities, games, and recreational activities;</li> <li>- Logical reorder of the actions in a studied text or the objects in a logical sequence.</li> </ul> <p><b>Concrete Outcomes (school products):</b></p> <ul style="list-style-type: none"> <li>- Short /online dialogues;</li> <li>- Thematic conversations;</li> <li>- Descriptions;</li> <li>- Conceptual maps;</li> <li>- Posters;</li> <li>- Infographics;</li> <li>- Role-playing games;</li> <li>- Role-playing of the scenes;</li> <li>- Learning Journals;</li> <li>- Digital products.</li> </ul>	<p>Find out what your classmates do as part of their daily routine. Interview three classmates, record their answers and prepare a visual report.</p> <p>Your interview should include the following questions:</p> <ul style="list-style-type: none"> <li>• What time do you wake up?</li> <li>• What do you have for breakfast?</li> <li>• What time do you get to school?</li> <li>• When do you have the lunch break?</li> <li>• What time do you finish school?</li> <li>• Do you have any after school activities?</li> <li>• What time do you get home?</li> <li>• What do you do after school?</li> <li>• What time do you get to bed?</li> </ul> <p>You can use Power Point, Prezi, Bitable or you can create a poster for your report. Prepare a 3-minute-long presentation to describe your report in front of your class. Rehearse your</p>

	<p>classmates)</p> <ul style="list-style-type: none"> <li>• to use statements (about cultural activities and values, elements of music, dance, and painting)</li> <li>• to converse (about the relationship with family, friends, and classmates)</li> <li>• to name (products to be purchased)</li> <li>• to use groups of words with simple connectors (and, but, because, then)</li> <li>• to make an itinerary</li> <li>• to ask for other people's opinions</li> <li>• to formulate simple instructions</li> <li>• to express comprehension of a message</li> <li>• to ask (if other people have understood a message)</li> <li>• To express (comprehension of the needs and feelings of the interlocutor)</li> <li>• To paraphrase a simple message (so that it can be understood by the interlocutor)</li> </ul>		<p>presentation. Use your hands to direct your classmate's attention. Speak clearly and loudly. Use short, complete sentences in English. Make sure your presentation has an introduction, a body, and a conclusion. The report should mainly include:</p> <ul style="list-style-type: none"> <li>• Numbers</li> <li>• Images</li> <li>• Words and phrases</li> <li>• Graphs: pie charts, bar graphs, line graphs, flow charts.</li> </ul>
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## 2.7. Evaluation suggestions

In accordance with the Primary Education Curriculum, the systems of competence units designed for a learning unit are integrated into the summative assessment at the end of that learning unit and selectively - into the formative assessment along the way. The systems of competence units summarized at the end of each grade are provided for the annual assessment. These systems will support the description of the pupil's grades in the school performance table which is drawn up at the end of each of the 2nd to 4th. Just as the design /implementation model of the integrated teaching-learning-assessment process will be more efficient if it is truly student-centered, so the assessment activities must also be designed from the perspective of the student's educational needs. The focus must be on the formative aspects of assessment, to develop and support the pupils' interest for study, and guide them in the learning activity. Considering this, the formative assessment in the FL I discipline has higher significance than other assessment strategies. It is essential to plan and implement assessment strategies designed to help teachers improve instruction and students to focus their efforts toward achieving the standards. As evaluation, in the broadest sense of the word, includes all the processes and products that measure teaching-learning performance, the teacher needs to attend to the correlation between the results of the educational process and the intended objectives, directing his activity and that of the student to improve the quality of learning and teaching. Appraisals leading to specific educational decisions must reflect the students' true level, volume and quality of knowledge, competencies, attitudes and values in FL I. The evaluation of receptive competences will be predominant, with an emphasis on pronunciation skills, vocabulary, and grammar constructions, assimilated into the intuitive approach which must also be continued at the level of evaluation. The formation of linguistic, sociolinguistic, and pragmatic competences will be the subject to many and various forms of assessment, at the same time, the formation of (multi /inter) cultural competences can take various forms and including not only evaluation, but especially of self-evaluation (surveys, polls and so on.).

The teacher must master all the tools and methods of assessment and apply them according to the particularities of the pupil's grade level. The efficient use of assessment strategies, methods and tools will highlight the aspects of creativity, critical thinking, and individual abilities, specific to each pupil, the result being the inculcation, at the individual level, of the general culture; the training of competences necessary for the pupil's social integration. The selection among the known evaluation methods (traditional methods and supplementary ones) takes into consideration several factors: the purpose and objectives of the evaluation, its type, the specific content to be assessed, the particularities of the targeted school population, the familiarity of the teaching staff with the use of the various procedures.

In the assessment process, a balance should be maintained between the three levels - knowledge, application, and integration. It is recommended to use the assessment tools included in the FL I Assessment Reference as a source of documentation and an effective application for teachers. The suggestions for assessment at the primary level guide the teacher to perform the assessment from the perspective of observing the pace of progress demonstrated by students. The tests proposed for assessment should be simple and include elements such as: double choice (true /false), multiple choice, matching images with vocabulary, ordering images according to the given text, filling in the blanks with the required forms according to the context, matching questions with answers, writing from dictation, copying and so on.

## 2.8 Sample evaluation/assessment items

### Second grade THE ENGLISH LANGUAGE

*3. Pragmatic competence: Adaptation of the linguistic elements to common /familiar contexts, demonstrating correctness and coherence in structuring the message.*

**3.1 Identification of the overall meaning of simple oral and written messages regarding personal information and familiar items.**

- Create a small vocabulary poster with your school things. Draw five of your school supplies, write their names and color in English underneath.

**MY SCHOOL THINGS**

Student Name \_\_\_\_\_

Thing:	Thing:
Thing	
Color:	Color:
Color	

## Fourth grade

### THE ENGLISH LANGUAGE

#### 3.3. Pragmatic competence: Adaptation of the linguistic elements to common /familiar contexts, demonstrating correctness and coherence in structuring the message.

#### 3.2. The functional use of the linguistic resources to make simple oral and written statements about personal information and the familiar objects.

- Using a Presentation Rubric to evaluate a student oral presentation on the topic „My Dream House”. The rubric is introduced to the students before they prepare the oral presentation and then used to evaluate their work after the presentation is over.

Category	Excellent	Average	Acceptable	Poor
<b>Content</b>	Shows a full understanding of the topic.	Shows a good understanding of the topic	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
<b>Speaking</b>	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than three words.	Often mumbles, cannot be understood and mispronounces more than three words
<b>Enthusiasm</b>	Facial expressions and body language generate a strong interest and enthusiasm about the topic.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic	Facial expressions and body language are used to try to generate enthusiasm.	Very little use of facial expressions or body language. Did not generate much interest in the topic.
<b>Vocabulary</b>	Uses the target vocabulary, including all the new words studied in class.	Uses the target vocabulary, including many new words studied in class	Uses only some of the target vocabulary, including just a few new words studied in class.	Does not use the target vocabulary and very few or no new words studied in class.
<b>Uses Complete Sentences</b>	Always (99-100% of time) speaks in complete sentences.	Mostly (80-98%) speaks in complete sentences	Sometimes (70-80%) speaks in complete sentences.	Rarely speaks in complete sentences.
<b>Preparedness</b>	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but rehearsal was lacking.	Student does not seem at all prepared to present.

### 3.6. Participate in short, simple dialogues.

- You learned the names of various buildings around the city/town/village. Draw a map of your neighbourhood. Indicate at least five buildings which are next to your house or block of flats. Present the map to your classmates. Use the phrases listed below:

- *This is my neighbourhood.*
- *My neighbourhood is nice/small/big/green.*
- *There is a ... next to my home/house/block of flats.*
- *There is a ... across the street.*
- *There is a ... near my home/house/block of flats.*

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