



Austria (High School) Curriculum Standards (LIV)

The presentations offered by The Educated Choices Program provide support for teaching and learning of the following standards:

Living Foreign Language, grades 9-12		Environment and Modern Agriculture	Healthful Eating
Grades 9-12	<p>Linguistic Competencies</p> <p>Sound perception, pronunciation and intonation are to be trained to the extent that they are necessary for the intended level of competence.</p> <ul style="list-style-type: none"> An approximation of the pronunciation to the standard pronunciation should be aimed for. <p>Vocabulary, grammatical structures and idioms are to be expanded in all skill areas in a situation-oriented, functional, contextual and systematic manner.</p> <ul style="list-style-type: none"> The complexity and variety of the linguistic means for coping with communicative tasks must be continuously intensified over the course of the 8 modules. The corresponding structures are to be developed in cyclical progression. Overall, it should be noted that the receptive language ability of the students exceeds the productive language ability. <p>With progressive learning progress at higher learning levels - beyond the teaching and learning goal of successful communication - the principle of correct language is to be given increasing importance.</p>	✓	✓

Pragmatic skills

- The ability to use foreign language resources for specific communicative purposes is the core task of foreign language teaching;
- thus, the language functions are given a central role (e.g. expressing intention, ability, possibility, necessity, wish, assumption, agreement, rejection, justification, condition; signaling the beginning or end of a conversation or retaining or giving up the right to speak).
- When using foreign language resources, attention must increasingly be paid to coherence, cohesion, fluency, clarity and appropriateness of expression as the learning progresses.
- Accompanying the linguistic means, an awareness of basic forms of non-verbal communication is to be created (e.g. cultural conventions regarding gestures, facial expressions, body language).

Sociolinguistic Competences

- As the learning progresses, register differences between neutral, formal, informal, friendly and confidential forms of language must be observed, which help the students to behave socially and linguistically appropriately;
 - the conventions of politeness are of particular importance.
- National language varieties are to be integrated as examples. In the case of specific areas of interest, regional, social, job-specific and non-native language variants must also be taken into account.
 - If the foreign language being taught is an international lingua franca (lingua franca), contact with non-native pronunciation variants should also be made possible.

Diverse communication situations

- In order to achieve the greatest possible foreign language competence for private, professional and study-related communication situations, the foreign language means should be embedded in the widest possible range of private and public

situational contexts (e.g. domestic area, family, restaurants, public spaces, educational institutions, means of transport, shops, authorities, companies, healthcare institutions, culture, sport).

Diverse subject areas

- A wide variety of subject areas must be processed in order to obtain the most comprehensive lexical repertoire (ability to act/ communication), whereby both the topic and the complexity level with which it is dealt with should correspond to the linguistic level of the students (e.g. possible subject areas are and my environment;
- Work and leisure;
- Education;
- Role of media;
- Life planning; attitudes and values;
- Coexistence;
- Current social, economic, technical and political developments;
- Cultural and intercultural aspects;
- Environment;
- Art in its forms of expression literature, music, visual arts).
 - Special thematic focuses are to be set in accordance with individual interests and needs of the students as well as with current events.

The various subject areas are to be developed using as many different sources as possible, with literary works also being given appropriate importance when selecting foreign-language texts.

Performance appraisal

- The “Performance Collection” section of the third part is used for the time frame of school work.
- In the event of several hours of school work, the submission and processing of the individual tasks can be carried out separately in a

time sequence.

- The use of aids is not permitted in foreign languages with a standardized matriculation examination.
- The use of a dictionary is permitted in foreign languages without a standardized matriculation examination, the use of lexicons or electronic information media is not permitted.
- In the first living foreign language, it must be taken into account that the 8th school level is sometimes many years ago for students at generally forming higher schools for working people and the level of competence A2 cannot be fully required.
 - For this reason, the 1st semester of consolidation and deepening the level of competence is used.

Educational and teaching task, subject matter:

Competency levels A1 – B2 of the Common European Framework of Reference (CEFR)

- The communicative sub -competencies that the students should acquire in the course of the respective competence modules follow the internationally standardized level of competence A1 - B2 of the joint European reference framework for languages in accordance with the recommendation of the Member States No. 1998 to the common European reference framework for languages-ger and are based on the can list, read, participate, participate in conversations, talk and write, and the cans descriptions of linguistic, pragmatic and sociolinguistic skills.

Target levels in the individual languages

The students achieve:

- In the first living foreign language at the end of the 8th competence

module in all skill areas the level B2

- In the second living foreign language at the end of the 7th competence module, the level B1 or at the end of the 5th competence module in all skills in all skills in all skills.

Linguistic Competencies

When it comes to linguistic skills, it should be noted that

- The students at the target level B1 A sufficiently wide range of linguistic means that can describe, recognize and apply for predictable situations.
- Students at the B2 target level in texts on a broad spectrum of concrete and abstract topics can also recognize complex grammatical, lexical and argumentative structures.

Partial competencies and learning semesters

- The assignment of partial competencies and learning semesters indicate the basic requirements that apply to all students of a certain learning level;
- Previous sub-competences are always assumed.

If the same sub-competencies are assigned to different learning semesters, these are to be deepened and consolidated in the higher semester by expanding the communicative situations, the subject areas and text types as well as the linguistic and language-related communicative competencies.

First living foreign language

- For partial competences marked with *, the range of topics, communicative situations and language structures dealt with in the lesson is larger and more extensive than in the previous competence module.

	<p>1st semester - competence module 1</p> <p>Listen</p> <ul style="list-style-type: none"> ● Be able to understand enough to satisfy needs in a concrete way, provided that it is spoken clearly and slowly ● In discussions between native speakers, the topic can generally recognize when slowly and clearly spoken <p>Read</p> <ul style="list-style-type: none"> ● Short, simple texts on familiar, concrete topics in which common everyday language is used ● From simpler written materials in which events are described, specific information can be found out <p>Speak</p> <ul style="list-style-type: none"> ● Participate in conversations and speak coherent ● Briefly and easily report about an event, present or past activities or activities and can exchange ideas about it ● Describe people, daily routines, likes or dislikes, etc. be able to give, in short, simple phrases and sentences that are also memorized ● Describe plans and agreements as well as habits and everyday work and exchange ideas about it ● Make suggestions of different types and react accordingly <p>Write</p> <ul style="list-style-type: none"> ● Be able to write short, uncomplicated connected texts about everyday aspects of their own environment ● Write a short, simple description of events, past actions and personal experiences <p>2nd semester - competence module 2</p> <p>Listen</p> <ul style="list-style-type: none"> ● Understand the main points when speaking in clearly articulated, 		
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	<p>standard language on familiar subjects normally encountered in education or leisure</p> <p>Read</p> <ul style="list-style-type: none"> • Can read concrete, straightforward texts on familiar subjects with satisfactory understanding, grasp the main points and locate important information • Simple descriptions of events, feelings and wishes can understand <p>Speak</p> <ul style="list-style-type: none"> • Participate in conversations and speak coherent • Be able to give an uncomplicated, coherent description of familiar topics (also films, literary texts) relatively fluently, whereby individual points are lined up in a linear fashion • Participate in discussions about familiar topics (e.g. everyday life, current events, travel) and replace information • Describe plans and agreements as well as habits and everyday work and exchange ideas about it <p>Write</p> <ul style="list-style-type: none"> • Produce straightforward, connected text on familiar topics, connecting separate shorter parts in linear succession; To be able to pass on factual information and give reasons for actions • Report on experiences, feelings and events <p>3rd semester – competence module 3</p> <p>Listen</p> <ul style="list-style-type: none"> • Understand main points and essential information when speaking in clearly articulated, standard language on familiar subjects normally encountered in education or leisure • Understand short stories 		
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	<p>Read</p> <ul style="list-style-type: none"> ● Read concrete, uncomplicated texts, also newspaper articles and simple literary texts about familiar topics with satisfactory understanding, which can record essential points and find important information ● Simple descriptions of events, feelings and wishes can understand <p>Speak</p> <ul style="list-style-type: none"> ● Participate in conversations and speak coherent ● Without preparation for discussions about familiar topics (e.g. everyday life, current events, travel) and exchanging information ● Express and respond to their own opinions and feelings (e.g. surprise, joy, interest) as well as dreams, hopes and goals ● Give an uncomplicated, coherent description of familiar topics (including films and literary texts) relatively fluently, with individual points being lined up in a linear fashion ● Make comparisons ● For views, plans or actions, can give reasons or explanations <p>Write</p> <ul style="list-style-type: none"> ● Write uncomplicated, coherent texts, also in the form of personal letters and electronic communications (e.g. emails, blogs), can write on familiar topics, with individual shorter parts being connected in linear sequence; ● Be able to pass on factual information and give reasons for actions ● Write a description of an event or a recently undertaken trip ● Report in detail about experiences, feelings and events 		
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	<p>Semester - competence module 4</p> <p>Listen</p> <ul style="list-style-type: none"> • Understand uncomplicated factual information about ordinary everyday, professional or training-related topics and • Recognize the main prodders and individual information, if clearly articulated and spoken with familiar accent <p>Read</p> <ul style="list-style-type: none"> • Read uncomplicated, including literary texts about familiar topics with satisfactory understanding and can find important information • Descriptions of events, feelings and wishes can understand <p>Speak</p> <p>Participate in conversations and speak coherent</p> <ul style="list-style-type: none"> • Without preparation for discussions about familiar topics (e.g. everyday life, current events, travel) and can exchange information • Express and react to one's own opinion and feelings (e.g. surprise, joy, interest) as well as dreams, hopes and goals • Give an uncomplicated but coherent description relatively fluently, also in the form of a presentation, on familiar topics (including films and literary texts), whereby individual points are lined up linearly • Make comparisons <p>Write uncomplicated, detailed descriptions can write on a number of different familiar topics</p> <ul style="list-style-type: none"> • In personal letters and electronic communications (e.g. emails, blogs), send news, represent your own opinion and also express thoughts on cultural topics (e.g. music, films, literary texts) 		
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5th semester - competence module 5

Listen

- Understand uncomplicated factual information about ordinary everyday, professional or training-related topics and can identify the main examinations and individual information, if clearly articulated and spoken with familiar accent
- Understand a large part of films and radio programs on topics of personal interest when spoken relatively slowly and clearly

Read

- Search longer texts, including literary ones, on familiar topics for the information you need and gather information from different texts
- Recognize, in clearly written argumentative texts, the essential conclusions

Speak

- Participate in conversations and speak coherent
- Without preparation, with some certainty take part in discussions about familiar topics
- Express thoughts on rather abstract, cultural issues and exchange ideas about it (e.g. to film, literary texts, music)
- Report about your own experiences and describe your own feelings and reactions and exchange ideas about it

Write

- Experience reports in which feelings and reactions are described in a simple coherent text
- Explain information and thoughts on concrete and abstract topics, including cultural (e.g. music, films, literary texts)

	<p>6th semester - competence module 6</p> <p>Listen</p> <ul style="list-style-type: none"> • Longer speeches and complex arguments can follow if the topic is reasonably familiar and the course of speech or conversation is characterized by explicit signals • Understand most films and television reports, provided standard language is spoken <p>Read</p> <ul style="list-style-type: none"> • Independently read and understand longer texts, including reports and articles, on current issues and literary texts • Quickly search long and complex texts and locate important pieces of information <p>Speak</p> <ul style="list-style-type: none"> • Participate in conversations and speak coherent • Maintain a conversation or a discussion and take a brief look at the points of view of other positions, make comparisons and specify various options • Participate in an argument, also in the form of a presentation, well enough to be understood most of the time without difficulty <p>Write</p> <ul style="list-style-type: none"> • Summarize, report and comment, with a certain certainty, on greater amounts of factual information about familiar routine matters and less routine things • Write information and thoughts on concrete and abstract topics, including cultural (e.g. music, films, literary texts), can provide a problem with reasonably precise 		
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	<p>7th semester - competence module 7</p> <p>Listen</p> <ul style="list-style-type: none"> • Main prices and specific information from the content and linguistically complex speeches on concrete and abstract topics can understand when standard language is spoken <p>Read</p> <ul style="list-style-type: none"> • Read the main quotes of content and linguistically complex texts, including literary, on concrete and abstract topics • Can understand texts on current questions in which the writers represent a certain attitude or a certain point of view <p>Speak</p> <ul style="list-style-type: none"> • Participate in conversations and speak coherent • Take an active part in informal discussions in familiar situations by taking a stand, presenting a point of view, evaluating various proposals, hypothesizing and responding to hypotheses • Give clear and detailed descriptions and illustrations on a wide range of subject-related topics, developing ideas and supporting them with sub-points and relevant examples <p>Write</p> <ul style="list-style-type: none"> • Clear, detailed descriptions can write on various familiar topics • Different texts can write in which arguments for or against a certain point of view are given and the advantages and disadvantages of different options are explained <p>8th semester - competence module 8</p> <p>Listen</p> <ul style="list-style-type: none"> • in direct contact and the standard language spoken in the media can understand when it comes to familiar or less familiar topics, as they 		
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	<p>are usually encountered in private, social, professional life or in training;</p> <ul style="list-style-type: none"> ● only extreme background noises, inappropriate discourse structures or strong idiomatics can affect understanding <p>Read</p> <ul style="list-style-type: none"> ● Understand a wide range of texts (including literary) on less familiar topics and can capture the main reviews as well as specific information and implicit meanings <p>Speak</p> <ul style="list-style-type: none"> ● Participate in conversations and speak coherent ● Speak fluidly, correctly and effectively about a wide range of general topics and can make relationships between ideas clear ● Express thoughts and opinions, arguing convincingly and can react to complex arguments of others ● Present a wide range of subjects in a systematic manner, giving appropriate emphasis to key points and providing supporting details <p>Write</p> <ul style="list-style-type: none"> ● Different texts can write in which something is systematically discussed, with decisive points being adequately emphasized and supporting details are given; ● Weigh different points of view against each other ● Write clear detailed texts on a broad spectrum of topics, make the connection between different ideas clear and be able to observe the conventions applicable to the relevant genre <p>2nd semester - competence module 1</p> <p>Listen</p> <ul style="list-style-type: none"> ● Trusted words and very simple sentences that can refer to your own person, family or to concrete things, provided that it is slowly and 		
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	<p>clearly spoken</p> <p>Read</p> <ul style="list-style-type: none"> • Short, simple texts with a very frequent vocabulary and a certain proportion of internationally known words can read and understand <p>Speak</p> <ul style="list-style-type: none"> • Participate in conversations and speak coherent • Communicate in a simple way if the interlocutors are willing to repeat a little more or to say otherwise, and if they help if necessary to formulate • Ask and answer simple questions, provided that there are any necessary things and very familiar topics • Simple turns and sentences can use people you know and to describe where you live <p>Write</p> <ul style="list-style-type: none"> • A series of simple sentences about everyday aspects (e.g. can write about your person) <p>3rd semester - competence module 2</p> <p>Listen</p> <ul style="list-style-type: none"> • Basic information on the person, family, shopping, work, more surrounding the surrounding area can understand, if you speak clearly and slowly <p>Read</p> <ul style="list-style-type: none"> • Sentences and frequently used expressions that are related to areas of very immediate meaning (e.g. information on the person and family, shopping, work, surrounding environment) • Can find concrete, predictable information in simple short text <p>Speak</p> <ul style="list-style-type: none"> • Participate in conversations and speak coherent 		
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- Simple descriptions of people, everyday routines, preferences or dislikes, etc.
- Tell about current and past activities

Write

- A number of simple memorable phrases and sentences about everyday aspects (e.g. about your own family, the living conditions) write and with connectors such as and , but or because can connect
- Simple personal letters and electronic communications (e.g. emails, blogs) that can refer to direct needs;
- be able to write in it for something or apologize as well as to write about current and past activities

4th semester - competence module 3

Listen

- The essential information as well as central turns and words can understand when it comes to things of very immediate importance (e.g. basic information about person, family, shopping, work, surrounding area), if spoken clearly and slowly

Read

- Sentences and frequently used expressions that are related to areas of very immediate meaning (e.g. information on the person and family, shopping, work, more surroundings) deepen and expand
- In simple short texts, find concrete, predictable information

Speak

- Participate in conversations and speak coherent
- Communicate in simple, routine situations that require an uncomplicated and direct exchange of information on familiar topics relating to everyday life, school and leisure
- Make simple descriptions of people, everyday routines, preferences

	<p>or dislikes, etc.</p> <ul style="list-style-type: none"> • Talk about current and past activities <p>Write</p> <ul style="list-style-type: none"> • Write a series of simple memorized phrases and sentences about everyday aspects (e.g. about one's own family, living conditions) and connect them with connectors like and , but or because • Write very basic personal letters and electronic communications (e.g. e-mails, blogs) related to immediate needs; • Be able to thank or apologize as well as write about current and past activities <p>5th semester - competence module 4</p> <p>Listen</p> <ul style="list-style-type: none"> • Understand enough to satisfy needs in a concrete way, provided that it is spoken clearly and slowly • In discussions between native speakers, recognize the topic when slowly and clearly spoken <p>Read</p> <ul style="list-style-type: none"> • Short, simple texts on familiar, concrete topics in which common everyday language is used • Find specific information from simpler written materials in which events are described, <p>Speak</p> <ul style="list-style-type: none"> • Participate in conversations and speak coherent • Communicate in routine situations that involve an uncomplicated and direct exchange of information about familiar topics in connection with everyday questions of everyday life, school and leisure • Describe people, daily routines, likes or dislikes, etc. in short phrases and sentences 		
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	<ul style="list-style-type: none"> • Tell about current and past activities <p>Write</p> <ul style="list-style-type: none"> • Write short, uncomplicated and coherent texts about everyday aspects of their own environment • Write a short, simple description of events, past actions and personal experiences <p>6th semester - competence module 5</p> <p>Listen</p> <ul style="list-style-type: none"> • Understand enough to satisfy needs in a concrete way, provided that it is spoken clearly and slowly • Recognize the topic in discussions between native speakers, when slowly and clearly speaking • Understand the essentials of short, clear and simple announcements and communications <p>Read</p> <ul style="list-style-type: none"> • Read concrete uncomplicated texts about familiar topics that can record essential points and find important information • Understand descriptions of events, feelings and wishes <p>Speak</p> <ul style="list-style-type: none"> • Participate in conversations and speak coherent • Briefly and easily report about an event, present or past activities or activities and can exchange ideas about it • Describe plans and agreements as well as habits and everyday work and exchange ideas about it • Make suggestions of different types and react accordingly • Be able to give brief reasons and explanations for opinions, plans and actions on a familiar topic 		
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	<p>Write</p> <ul style="list-style-type: none"> • Write short, uncomplicated and coherent texts about everyday aspects of your own environment • Write short, simple description of events, past actions and personal experiences <p>7th semester - competence module 6 (only Realgymnasium)</p> <p>Listen</p> <ul style="list-style-type: none"> • Understand the main points when speaking in clearly articulated, standard language on familiar subjects normally encountered in education or leisure <p>Read</p> <ul style="list-style-type: none"> • Read concrete, uncomplicated, clearly structured texts, including newspaper articles and simple literary texts, on familiar topics with satisfactory understanding, grasp the essential points and find important information • Understand descriptions of events, feelings and wishes <p>Speak</p> <ul style="list-style-type: none"> • Participate in conversations and speak coherent • Without preparation for discussions about familiar topics (e.g. everyday life, current events, travel) and exchanging information • Express and respond to their own opinions and feelings (e.g. surprise, joy, interest) as well as dreams, hopes and goals • Give an uncomplicated coherent description on familiar topics (including films, simple literary texts), whereby individual points are lined linearly • Make comparisons <p>Write</p> <ul style="list-style-type: none"> • Be able to write uncomplicated, coherent texts, also in the form of 		
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	<p>personal letters and electronic communications (e.g. emails, blogs), can write on familiar topics, with individual shorter parts being connected in linear sequence;</p> <ul style="list-style-type: none"> ● Be able to pass on factual information and give reasons for actions ● Be able to write a description of an event or a recently undertaken trip ● Be able to report on experiences, feelings and events <p>8th semester - competence module 7 (only Realgymnasium)</p> <p>Listen</p> <ul style="list-style-type: none"> ● Can understand main points and essential information, including in radio programs and films, when spoken at a relatively slow pace and in standard, clearly articulated language, on familiar topics normally encountered in an educational setting or in one's free time ● Can understand short stories <p>Read</p> <ul style="list-style-type: none"> ● Read concrete, uncomplicated, clearly structured texts, including newspaper articles and simple literary texts on familiar topics with satisfactory understanding, grasp the essential points and find important information ● Recognize the essential conclusions in clearly written argumentative texts <p>Speak</p> <ul style="list-style-type: none"> ● Participate in conversations and speak coherently ● Without preparation for discussions about familiar topics (e.g. everyday life, current events, travel) and exchange information ● Express and react to one's own opinion and feelings (e.g. surprise, joy, interest) as well as dreams, hopes and goals ● Give an uncomplicated coherent description on familiar topics 		
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	<p>(including films, simple literary texts), whereby individual points are lined linearly</p> <ul style="list-style-type: none">● Make comparisons <p>Write</p> <ul style="list-style-type: none">● Uncomplicated, coherent texts, also in the form of personal letters and electronic communications (e.g. emails, blogs), can write on familiar topics, with individual shorter parts being connected in linear sequence;● To pass on factual information and give reasons for actions● Report on experiences, feelings and events		
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