The Five Cs:

The Standards for Foreign Language Learning WorkText

American Council on the Teaching of Foreign Languages

June K. Phillips
Jamie B. Draper

COMMUNICATION

COMMUNITIES

CULTURES

COMPARISONS

CONNECTIONS

The Five Cs The Standards For Foreign Language Video And Worktext Package

June K. Phillips,Jamie B. Draper

The Five Cs The Standards For Foreign Language Video And Worktext Package:

The Five Cs June K. Phillips,Jamie B. Draper,1998-07-31 Discover the power and promise of the Standards for enriching your studentsAE educational experiences through this handy Video and WorkText that fully explains the new Standards for ForeignLlanguage Instruction Through engaging interviews with students teachers and administrators a 30 minute Video will take you and your colleagues on a journey of successful exploration of the Five Cs Linking actual classroom scenes to key concepts this practical WorkText will help you analyze the goals and standards illustrated in the Video relate the images to your own teaching experiences create sample activities or lesson plans to try in your own classroom and reflect on the impact the Standards can have on your teaching success *El-Hi Textbooks & Serials in Print, 2000* ,2000 *Pronouns and Determiners* Alice C. Pack,Judith Muyskens,Linda Harlow,Jean-Francois Briere,Michèle Vialet,2002-12 BRAVO brings parity to the intermediate course enabling students of diverse backgrounds to review first year structures independently before delving into new material **Bowker's Complete Video Directory 2001** ,2001 **Bringing the Standards for Foreign Language Learning to Life** Deborah Blaz,2013-10-11 What does a student centered social studies classroom really look like Renowned educator Bil Johnson reveals how to teach social studies so that your students become engaged active and responsible learners This book demonstrates how student centered strategies can be applied in your classroom It shows you how to make students work the focus of what occurs in your classroom prepare lesson plans based on what students should know and be able to do and create a classroom environment revolving around rigorous and creative student activity Also included are classroom examples of socratic seminars and other forms of group work such as simulations and role playing performances and exhibitions projects and portfolios and other demonstrations of student learning International Bibliography of Book Reviews of Scholarly Literature Chiefly in the Fields of Arts and Humanities and the Social Sciences ,2000 Books in Print Supplement ,2002 Navegando 3 James F. Funston,Alejandro Vargas Bonilla,2005 On the field At the train station In the marketplace Discover the Authentic Give your students the opportunity to live the language through Authentic practice Open ended activities Lively authentic cultural explorations Engaging technology components Navegando takes students on a journey of discovery Designed for middle school through high school students this three level Spanish program uses the vibrant thread of rich authentic culture to weave together an engaging real life experience with the language and the people who speak it From the start your students will live the language through an instructional design that provides Intensive varied practice opportunities rooted in authentic applications Open ended engaging communicative activities Lively authentic cultural coverage Engaging technology components that speak to todays student Publisher UPPSC Additional Private Secretary Prelims Exam Book (English Edition) | Uttar Pradesh Public Service Commission | 10 Practice Tests (1500 Solved MCQs) EduGorilla Prep Experts,2023-10-13 Best Selling Book in English Edition for UPPSC Additional Private Secretary Prelims Exam with objective type questions as per the latest syllabus UPPSC Additional Private

Secretary Prelims Exam Preparation Kit comes with 10 Practice Tests with the best quality content Increase your chances of selection by 16X UPPSC Additional Private Secretary Prelims Exam Prep Kit comes with well structured and 100% detailed solutions for all the questions Clear exam with good grades using thoroughly Researched Content by experts **Resources in Education** ,1990-04　International Books in Print, 1995 Barbara Hopkinson,[Anonymus AC01401231],1995　E-ITV. ,1984　*Who's Who in the South and Southwest* Marquis Who's Who,Marquis Who's Who Staff,1998-12 Provides current coverage of a broad range of individuals from across the South and Southwest Includes approximately 17 500 names from the region embracing Alabama Arkansas Florida Georgia Kentucky Louisiana Mississippi North Carolina Oklahoma South Carolina Tennessee Texas Virginia West Virginia Puerto Rico and the Virgin Islands Because of its importance and its contiguity to the southwestern United States Mexico is also covered in this volume　*Forthcoming Books* Rose Arny,1998-04　*Arts & Humanities Citation Index* ,1997　Standards for Foreign Language Learning National Standards in Foreign Language Education Project (U.S.),1996　**Looseleaf for Kontakte** Tracy D. Terrell,Erwin Tschirner,Brigitte Nikolai,2016-01-13 Kontakte continues to offer a truly communicative approach that supports functional proficiency supported by the full suite of digital tools available in Connect German now including LearnSmart This proven Introductory German program maintains its commitment to meaningful communicative practice as well as extensive coverage of the 5 Cs and the ACTFL Proficiency Guidelines 2012 In its eighth edition Kontakte has greatly expanded its digital offering Connect German now contains the full scope of activities originating from both the white and blue pages of the student text and the Arbeitsbuch Furthermore the program now offers LearnSmart an adaptive learning program that helps students learn grammar and vocabulary more efficiently by tailoring the experience to individual student needs Communication in meaningful contexts Students read and listen to comprehensible German and have ample opportunities to use it in interview information gap role play autograph writing and other personalized activities that are theme based The video segments Interviews and Perspektiven feature interviews with a variety of speakers that allow students to hear authentic German in context They provide models for talking about topics using authentic language guiding students in communicating with one another In the Connect activities for the student textbook and Arbeitsbuch students can also take advantage of the audio and video live chat tool to communicate with their classmates online In Connect German students have full access to the digitally enhanced eBook the online Arbeitsbuch activities LearnSmart and all of the accompanying audio and video resources giving them the ability to interact with the materials and one other as often as they wish A solid theoretical foundation Firmly grounded second language acquisition research Kontakte also supports the National Standards as outlined in the Standards for Foreign Language Learning in the 21st Century As presented in the Standards the five Cs Communication Cultures Connections Comparisons and Communities provide a framework for what students should know and be able to do as a result of their language study The five Cs are present in countless ways throughout the program particularly in the wealth of

communicative activities and cultural content Students are also encouraged to explore connections by linking their study of German with their own lives and other subjects of study to make comparisons between their world and that of German speaking people and to learn about real world German speaking communities Kontakte also integrates several modes of language as described in the ACTFL Proficiency Descriptors The activities exercises and tasks offer students a wide variety of opportunities for communication and interaction in interpersonal interpretive and presentational modes For example the many interviews in Kontakte require students to negotiate meaning and therefore reinforce the interpersonal mode of communication The diversity of readings whether literary cultural or encyclopedic requires students to interpret information within context and apply it to new contexts Tools for Digital Success Connect German and LearnSmart McGraw Hill s digital teaching and learning environment allows students to engage in their course material via the devices they use every day The digital tools available in the Connect German platform facilitate student progress by providing extensive opportunities to practice and hone their developing skills These include online communicative activities instant feedback peer editing writing tools sophisticated reporting and a complete eBook with embedded audio and video LearnSmart is the only integrated learning system that empowers students by continuously adapting to deliver precisely what they need when they need it and how they need it to make your class time more engaging and effective **World-readiness Standards for Learning Languages** National Standards in Foreign Language Education Project (U.S.),2014-11-19 The World Readiness Standards for Learning Languages define the central role of world languages in the learning career of every student The five goal areas of the Standards establish an inextricable link between communication and culture which is applied in making connections and comparisons and in using this competence to be part of local and global communities The World Readiness Standards for Learning Languages create a roadmap to guide learners to develop competence to communicate effectively and interact with cultural competence to participate in multilingual communities at home and around the world The World Readiness Standards for Learning Languages create a roadmap to guide learners to develop competence to communicate effectively and interact with cultural understanding World Readiness signals that the Standards have been revised with important changes to focus on the literacy developed and the real world applications Learners who add another language and culture to their preparation are not only college and career ready but are also world ready that is prepared to add the necessary knowledge skills and dispositions to their r sum s for entering postsecondary study or a career These Standards are equally applicable to learners at all levels from pre kindergarten through postsecondary levels native speakers and heritage speakers including ESL students American Sign Language Classical Languages Latin and Greek **Foreign Language Standards of Learning for Virginia Public Schools** Virginia. Department of Education,2007 The Foreign Language Standards of Learning identify essential content processes and skills for each level of language learning in Virginia s secondary schools Included are specific standards for levels I through IV of French German Spanish and Latin as well as generic standards

adaptable for levels I through IV of other modern languages including non Roman alphabet languages Each level of the modern language standards is organized into specific content strands and contains 8 to 12 standards that outline the knowledge skills and processes essential for language learning The emphasis on communication and interpretation ensures that students completing long term sequential foreign language programs in Virginia s secondary schools will be able to interact within reasonable limits with users of the language and understand their culture The ability to communicate comfortably with native speakers of the language about most topics is not obtained solely through classroom study and standards are intended to provide a framework from which school divisions may develop local curricula based on the needs of their students and community The standards do not comprise the curriculum for a given course or prescribe how the content should be taught The concepts and structures for each level should be presented in a spiraling fashion that allows them to be reintroduced with increasing complexity at various stages of language development Within the scope of each level of study students will be able to perform with reasonable success in each of the following areas 1 Effective Communication 2 Enhanced Cultural Understanding 3 Expanded Access to Information and 4 Increased Global Perspective The content of the Modern Foreign Language Standards of Learning is organized around seven essential strands of language development and application 1 Person to Person Communication 2 Listening and Reading for Understanding 3 Oral and Written Presentation 4 Cultural Perspectives Practices and Products 5 Making Connections through Language 6 Cultural and Linguistic Comparisons and 7 Communication across Communities In level I foreign language courses students begin to develop communicative competence in the target language and expand their understanding of the culture s of the people who speak the language In level II students continue to develop their communicative competence by interacting orally and in writing with other speakers of the target language understanding oral and written messages in the language and making oral and written presentations in the language They begin to show a greater level of accuracy when using basic language structures and they are exposed to more complex features of the language At level III students continue to develop their communicative competence by interacting orally and in writing with other speakers of the target language understanding oral and written messages in the language and making oral and written presentations in the language They communicate on a variety of topics at a level commensurate with their study using more complex structures in the language and moving from concrete to more abstract concepts In level IV and above students continue to develop their communicative competence by interacting orally and in writing with other speakers of the language They are able to exchange and support opinions on a variety of topics related to contemporary and historical events and issues at a proficiency level commensurate with their study They comprehend spoken and written texts from a variety of authentic sources as well as produce compositions containing well developed ideas on various topics Students use the target language to access information in other subject areas and to compare and contrast cultural elements found in the countries where the target language is spoken with those found in their

own For related documents see ED498205 ED498202 ED498210 and ED498689 **Modern Foreign Language Standards of Learning for Virginia Public Schools** Virginia. Department of Education,2007 The Foreign Language Standards of Learning identify essential content processes and skills for each level of language learning in Virginia s secondary schools Included are specific standards for levels I through IV of French German Spanish and Latin as well as generic standards adaptable for levels I through IV of other modern languages including non Roman alphabet languages Each level of the modern language standards is organized into specific content strands and contains 8 to 12 standards that outline the knowledge skills and processes essential for language learning The emphasis on communication and interpretation ensures that students completing long term sequential foreign language programs in Virginia s secondary schools will be able to interact within reasonable limits with users of the language and understand their culture The ability to communicate comfortably with native speakers of the language about most topics is not obtained solely through classroom study and standards are intended to provide a framework from which school divisions may develop local curricula based on the needs of their students and community The standards do not comprise the curriculum for a given course or prescribe how the content should be taught The concepts and structures for each level should be presented in a spiraling fashion that allows them to be reintroduced with increasing complexity at various stages of language development Within the scope of each level of study students will be able to perform with reasonable success in each of the following areas 1 Effective Communication 2 Enhanced Cultural Understanding 3 Expanded Access to Information and 4 Increased Global Perspective The content of the Modern Foreign Language Standards of Learning is organized around seven essential strands of language development and application 1 Person to Person Communication 2 Listening and Reading for Understanding 3 Oral and Written Presentation 4 Cultural Perspectives Practices and Products 5 Making Connections through Language 6 Cultural and Linguistic Comparisons and 7 Communication across Communities In level I foreign language courses students begin to develop communicative competence in the target language and expand their understanding of the culture s of the people who speak the language In level II students continue to develop their communicative competence by interacting orally and in writing with other speakers of the target language understanding oral and written messages in the language and making oral and written presentations in the language They begin to show a greater level of accuracy when using basic language structures and they are exposed to more complex features of the language At level III students continue to develop their communicative competence by interacting orally and in writing with other speakers of the target language understanding oral and written messages in the language and making oral and written presentations in the language They communicate on a variety of topics at a level commensurate with their study using more complex structures in the language and moving from concrete to more abstract concepts In level IV and above students continue to develop their communicative competence by interacting orally and in writing with other speakers of the language They are able to exchange and support opinions on a variety of

topics related to contemporary and historical events and issues at a proficiency level commensurate with their study They comprehend spoken and written texts from a variety of authentic sources as well as produce compositions containing well developed ideas on various topics Students use the target language to access information in other subject areas and to compare and contrast cultural elements found in the countries where the target language is spoken with those found in their own

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