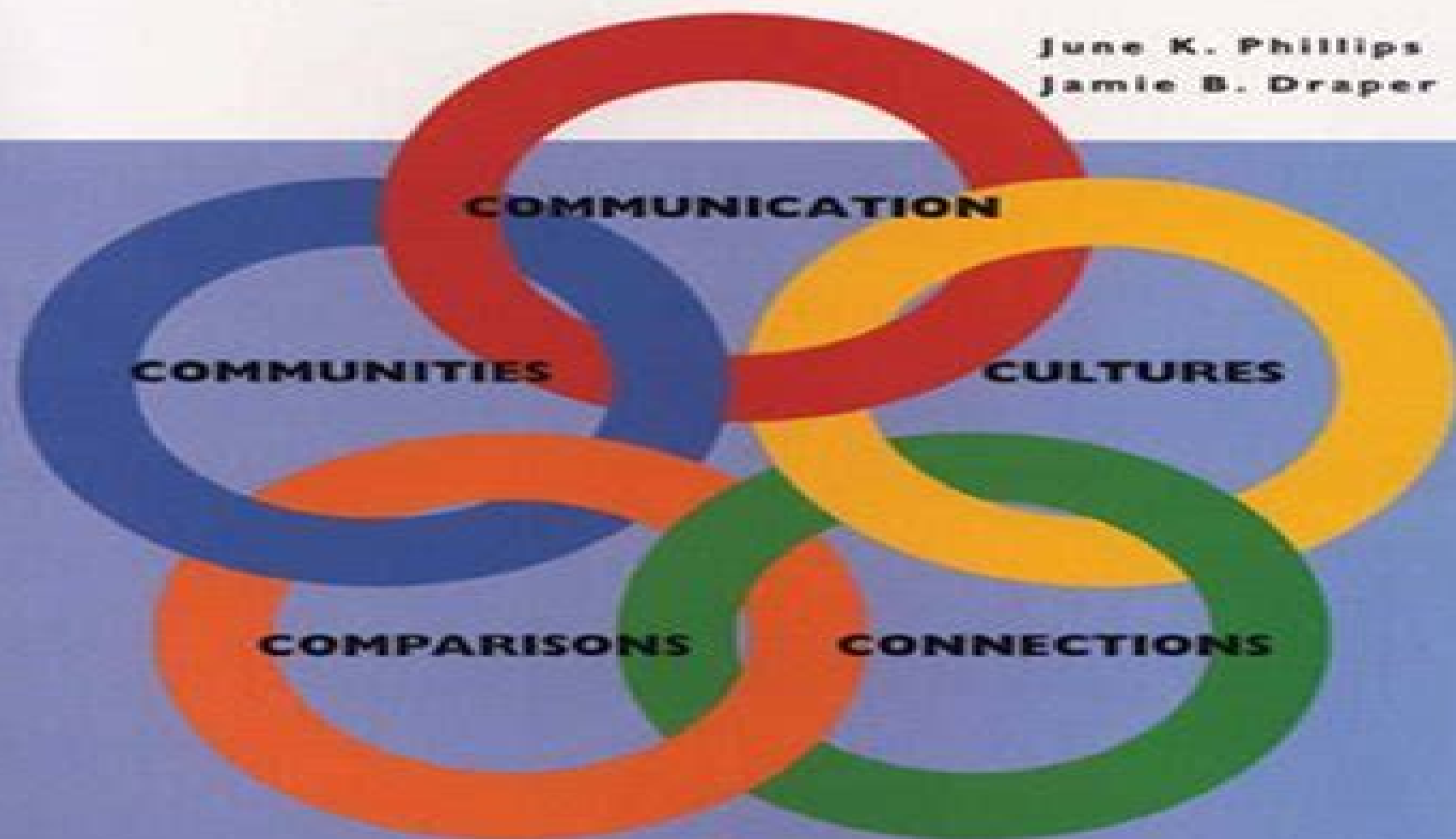


The Five Cs:

**The Standards for Foreign
Language Learning WorkText**
American Council on the
Teaching of Foreign Languages

June K. Phillips
Jamie B. Draper



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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 **Books in Print Supplement**, 2002

Standards for Foreign Language Learning National Standards in Foreign Language Education Project (U.S.), 1996

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 resumes 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:

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