**Standards for Language Learning**

**The standards for foreign language learning are content standards: they describe what a student should know and be able to do at different levels of proficiency. The standards are correlated with five broad goal areas, referred to as “The Five C’s.” These five goals define the purposes of language learning as described by the Task Force of the National Standards in Foreign Language Education Project (2006).**

* **Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes**
* **Cultures: Interact with cultural competence and understanding**
* **Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and careerrelated situations**
* **Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence**
* **Communities: Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world**

**Honors SPanish 3/Intermediate Mid:** I can participate in conversations on familiar topics using sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.  I can talk about my daily activities and personal preferences such as my daily routine, interests and hobbies, my favorite music, movies, and sports and I can talk about why I like these things or when I did or will do something.  I can exchange information about subjects of special interest to me, including talking about artists, historical events, or projects for math, science, or technology

The performance guidelines focus primarily on Standards 1.1, 1.2. and 1.3 (Communication). They describe student capability in the interpersonal, interpretive, and presentational modes of communication in terms of six criteria:

Comprehensibility: How well are they understood?

Comprehension: How well do they understand?

Language control: How accurate is their language?

Vocabulary use: How extensive and applicable is their vocabulary?

Communication strategies: How do they maintain communication?

Cultural awareness: How is their cultural awareness reflected in their communication?