#### Mt. Zion High School Curriculum Map

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\_Department: Foreign Language (Spanish) \_\_\_\_\_\_Subject: Spanish V

| Quarter | Essential Skills  | Strategies and Activities   | CC Standards   | Assessments  |
|---------|---|---|--|--|
| 1       | 1. Students will demonstrate command in<br>written Spanish through practice with all<br>tenses of Spanish (present, past, future,<br>conditional, subjunctive and their complex<br>tenses)    | <ul> <li>1a. worksheets</li> <li>1b. online practice</li> <li>1c. book assignments</li> <li>1d. journal entries/writing prompts</li> <li>1e. student to student discussions of select</li> <li>topics</li> <li>1f. verb conjugation games in class</li> <li>1g. projects</li> </ul> | ACTFL Standard 1.2<br>ACTFL Standard 5.1<br>ACTFL Standard 4.1                       | <ul> <li>homework</li> <li>verb tense quizzes</li> <li>verb tense tests</li> <li>written         <ul> <li>practice/journal             entries</li> <li>translating</li> <li>speaking             prompts/class             discussions</li> </ul> </li> </ul> |
|         | <ol> <li>Student will use pronunciation<br/>comprehensible to a native speaker and<br/>include more native-like pronunciation and<br/>flow into their oral practice. Students will</li> </ol> | <ul><li>2a. oral prompts</li><li>2b. classroom discussions</li><li>2c. voice recording</li></ul>  | ACTFL Standard 5.1<br>ACTFL Standard 4.1<br>ACTFL Standard 2.2<br>28.B.5a<br>28.B.5b | <ul> <li>projects graded<br/>through rubrics</li> <li>voice/video<br/>recording</li> <li>self and peer<br/>assessments</li> <li>&lt;&lt;&lt;&lt;&lt;&lt;&gt;&gt;&gt;&gt;&gt;&gt;</li> <li>notes taken on<br/>material</li> </ul>                               |
|         | 3. Students will compare and contrast the products, perspectives and practices of people in other Spanish-speaking nations through literature/videos/movies and research.                     | <ul> <li>3a. Videos/presentations of Argentina, Spain,</li> <li>Mexico</li> <li>3b. Reading selections-short stories-</li> <li>3c. Independent research projects</li> </ul>   | ACTFL Standard 5.1<br>ACTFL Standard 4.2<br>28.B.5a<br>29.C.2a                       | <ul> <li>listening<br/>comprehension<br/>quizzes</li> <li>written test over<br/>cultural material.</li> <li>summaries written<br/>of material studied.</li> <li>research project<br/>graded with rubric</li> </ul>   |
|         | 4. Students will express themselves more indepth both through oral practice and written work by means of essay and conversation prompts.  | 4a. Write a variety of diary-like and themed<br>prompt responses throughout the semester<br>4b. Give oral presentations on a variety of topics<br>with and without a PowerPoint presentation.   | ACTFL Standard 5.1<br>ACTFL Standard 1.2<br>28.B.3a                                  | <ul> <li>graded with rubic</li> <li>graded entries from<br/>teacher and peers</li> <li>peer &amp; teacher<br/>evaluation of oral<br/>presentation through<br/>rubrics</li> </ul>   |

| Quarter | Essential Skills  | Strategies and Activities  |  | Assessments  |
|---------|---|--|--|--|
| 1<br>2  | 5. Students will be able to further express<br>themselves through increasing their<br>vocabulary skills through themed units on a<br>variety of topics.   | 5a. Students will combine their prior vocabulary<br>knowledge to new vocabulary through written<br>and oral activities- describing, people, places and<br>things through written and picture prompts.<br>5b. Students will practice their vocabulary<br>through a variety of games during class.<br>5c. Students will further practice their<br>vocabulary skills through a variety of projects            | ACTFL Standard 1.3<br>ACTFL Standard 1.1<br>ACTFL Standard 5.1<br>ACTFL Standard 4.1<br>ACTFL Standard 1.2 | <ul> <li>quizzes</li> <li>tests</li> <li>online practice</li> <li>oral prompts</li> <li>picture prompts</li> <li>projects</li> </ul>   |
|         | <ol> <li>Students will be able to identify, correctly conjugate and utilize verbs in the present subjunctive and past subjunctive tenses.</li> <li>Students will analyze written Spanish</li> </ol> | <ul> <li>1a. Students will practice the present subjunctive through homework assignments both in paper and electronic form.</li> <li>1b.Students will practice conjugation through a variety of classroom games.</li> <li>1c. Students will write utilizing the correct conjugations of verbs in the subjunctive tense.</li> <li>1d. Students will utilize the subjunctive tenses for projects.</li> </ul> | ACTFL Standard 5.1<br>ACTFL Standard 4.1<br>ACTFL Standard 1.2   | <ul> <li>homework</li> <li>written practice</li> <li>online practice</li> <li>quizzes</li> <li>tests</li> <li>oral prompts</li> <li>written prompts</li> <li>projects</li> </ul> |
|         | <ol> <li>Students will create their own endings to</li> </ol>   | 2a. Students will read 3-5 short stories/small<br>books in the TL<br>2b. Students will create a picture story<br>presentation and explain it orally  | ACTFL Standard 5.1<br>ACTFL Standard 3.2<br>ACTFL Standard 1.2<br>29.C.2a<br>29.C.4a                       | <<<<<<>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>   |
|         | stories read/students will write their own<br>original stories.   | <ul><li>3a. After reading a variety of short stories<br/>students will choose one of the stories to re-write<br/>an original alternate ending.</li><li>3b. Students will write their own original short<br/>story.</li></ul>   | ACTFL Standard 5.1<br>ACTFL Standard 1.3<br>ACTFL Standard 1.1   | <ul> <li>short story ending<br/>graded with rubric</li> <li>original short story<br/>graded with rubric</li> </ul>   |
| Quarter | Essential Skills  | Strategies and Activities  | CC Standards   | Assessments  |
|         |   |  |  | question/answer  |

|    | Students will understand a variety of<br>complicated oral comprehension activities<br>from native speakers Students will<br>differentiate between the accents of native<br>speakers from different countries.<br>Students will read/interpret and analyze a<br>variety of authentic materials including<br>magazine articles, short stories, portions of<br>books and legends | <ul> <li>4a. Students will listen to native speakers talking about a variety of topics. Students will listen for the main topic and major points discussed by the native speaker.</li> <li>5a. Students will read articles, shorts stories and book portions and be asked to answer questions, write summaries and explain orally main points of what they have read.</li> </ul>  | ACTFL Standard 5.1<br>ACTFL Standard 4.1<br>ACTFL Standard 3.2<br>ACTFL Standard 2.2<br>ACTFL Standard 1.2<br>28.A.4<br>ACTFL Standard 4.2<br>ACTFL Standard 3.2<br>ACTFL Standard 1.2<br>29.C.2a | <ul> <li>summaries after<br/>listening to prompts</li> <li>&lt;&lt;&lt;&lt;&lt;&lt;&gt;&gt;&gt;&gt;&gt;&gt;</li> <li>questions<br/>(homework)</li> <li>quizzes</li> <li>tests</li> </ul> |
|----|---|---|---|--|
| 6. | Students will analyze, compare and<br>contrast the history and culture of ancient<br>indigenous civilizations such as the Mayan,<br>Aztec, Incan in more depth than previous<br>years.  | <ul> <li>6a. Students will read portions of books, legends, articles and short stories based on the Mayan culture.</li> <li>6b. Students will watch videos of the Mayan culture.</li> <li>6c. Students will practice solving simple math equations using Mayan math.</li> <li>6d. Students will create masks to resemble those of the Mayans.</li> <li>6e. Students will identify the bulidings and structures of Chichén Itzá in Mexico.</li> <li>6f. products, practices, perspectives of the Aztec civilization</li> <li>6g. products practices, perspectives of the Incan civilization</li> </ul> | ACTFL Standard 5.1<br>ACTFL Standard 3.1<br>ACTFL Standard 4.2<br>ACTFL Standard 3.2<br>ACTFL Standard 2.2<br>29.A.5<br>29.D.1<br>29.A.5<br>29.D.4  | <ccccccccccccccccccccccccccccccccccccc< td=""></ccccccccccccccccccccccccccccccccccccc<>  |
| 7. | Students will demonstrate command in<br>written Spanish through studies of word<br>families, prefixes and suffixes, and<br>accentuation (both written and spoken)   | <ul><li>7a. practice through worksheets</li><li>7b. online practice</li><li>7c. book practices</li></ul>  | 28.B.3b   |  |

# **NATIONAL STANDARDS:**

#### COMMUNICATION

**ACTFL Standard 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

**ACTFL Standard 1.2:** Students understand and interpret written and spoken language on a variety of topics.

**ACTFL Standard 1.3:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

#### CULTURES

**ACTFL Standard 2.1:** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

**ACTFL Standard 2.2**: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied

#### CONNECTIONS

**ACTFL Standard 3.1:** Students reinforce and further their knowledge of other disciplines through the foreign language.

**ACTFL Standard 3.2:** Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

#### COMPARISONS

**ACTFL Standard 4.1:** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

**ACTFL Standard 4.2:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own..

#### COMMUNITIES

**ACTFL Standard 5.1:** Students use the language both within and beyond the school setting.

**ACTFL Standard 5.2:** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

# **STATE STANDARDS:**

State Goal **28**: Use the target language to communicate within and beyond the classroom setting.

State Goal **29**: Use the target language to develop an understanding of the customs, arts, literature, history and geography associated with the target language.

STATE GOAL **30**: Use the target language to make connections and reinforce knowledge and skills across academic, vocational and technical disciplines.

Classroom setting.

**Why This Goal Is Important:** At the core of foreign language learning is mastery of the four basic communication skills: listening, speaking, reading and writing. In modern languages, the ultimate goal is to attain the ability and confidence necessary to interact with fluency in oral and written contexts with native speakers. This communication may occur both in person and through technology. This interaction in the target language is central to all curriculum and instruction in the modern languages. On the other hand, in classical languages, the goal is to focus more on linguistic structures and textual studies with much less emphasis on oral communication.

| STAGE ONE   | STAGE TWO  | STAGE THREE   | STAGE FOUR  | STAGE FIVE  |
|---|--|---|---|---|
| BEGINNING   | BEGINNING<br>INTERMEDIATE  | INTERMEDIATE  | ADVANCED<br>INTERMEDIATE  | ADVANCED  |
| <b>28.A.1a</b> Recognize<br>basic language<br>patterns (e.g., forms<br>of address,<br>questions, case). | <b>28.A.2a</b><br>Comprehend<br>illustrated stories,<br>audiovisual<br>programs or<br>websites.                      | <b>28.A.3a</b><br>Comprehend main<br>messages of simple<br>oral and audio<br>presentations with<br>assistance from<br>resources (e.g.,<br>glossaries, guided<br>questions, outlines). | <b>28.A.4</b><br>Comprehend details<br>of oral and audio<br>presentations<br>unsupported by<br>visual aids. | <b>28.A.5</b><br>Comprehend a<br>variety of oral and<br>audio presentations<br>in academic,<br>technical, social or<br>work environments. |
| <b>28.A.1b</b> Respond<br>appropriately to<br>simple commands in<br>the target language.                | <b>28.A.2b</b> Follow instructions in the target language, given one step at a time, for a wide range of activities. | <b>28.A.3b</b> Follow<br>instructions in the<br>target language as<br>given in multistep<br>segments for<br>assignments and<br>activities in and out<br>of the classroom.             |   |   |

A. Understand oral communication in the target language.

**B.** Interact in the target language in various settings.

| STAGE ONE  | STAGE TWO   | STAGE THREE   | STAGE FOUR   | STAGE FIVE  |
|--|---|---|--|---|
| BEGINNING  | BEGINNING<br>INTERMEDIATE   | INTERMEDIATE  | ADVANCED<br>INTERMEDIATE   | ADVANCED  |
| <b>28.B.1a</b> Respond<br>to and ask simple<br>questions with<br>prompts.  | <b>28.B.2a</b> Pose<br>questions<br>spontaneously in<br>structured<br>situations.   | <b>28.B.3a</b> Respond<br>to open-ended<br>questions and<br>initiate<br>communication in<br>various situations.     | <b>28.B.4a</b> Engage in extended conversations in a variety of situations.  | <b>28.B.5a</b> Discuss<br>and defend a<br>position on an issue<br>in a discussion.            |
| <b>28.B.1b</b> Imitate<br>pronunciation,<br>intonation and<br>inflection including<br>sounds unique to<br>the target language. | <b>28.B.2b</b> Produce<br>language using<br>proper<br>pronunciation,<br>intonation and<br>inflection.                             | <b>28.B.3b</b> Produce<br>language with<br>improved<br>pronunciation,<br>intonation and<br>inflection.              | <b>28.B.4b</b> Express<br>differences of<br>meaning using<br>proper<br>pronunciation,<br>intonation and<br>inflection. | <b>28.B.5b</b><br>Approximate native-<br>like pronunciation,<br>intonation and<br>inflection. |
|  | <b>28.B.2c</b><br>Comprehend<br>gestures and body<br>language often<br>used in everyday<br>interaction in the<br>target language. | <b>28.B.3c</b> Use<br>appropriate non-<br>verbal cues<br>common in areas<br>where the target<br>language is spoken. | <b>28.B.4c</b> Recognize<br>and use nonverbal<br>cues in various<br>formal and informal<br>settings.                   |   |

**C.** Understand written passages in the target language.

| STAGE ONE   | STAGE TWO   | STAGE THREE   | STAGE FOUR  | STAGE FIVE   |
|---|---|---|---|--|
| BEGINNING   | BEGINNING<br>INTERMEDIATE   | INTERMEDIATE  | ADVANCED<br>INTERMEDIATE  | ADVANCED   |
| <ul> <li>28.C.1a Recognize<br/>the written form of<br/>familiar spoken<br/>language and predict<br/>meaning of key words<br/>in a simple story,<br/>poem or song.</li> <li>28.C.1b Infer<br/>meaning of cognates<br/>from context.</li> </ul> | <ul> <li>28.C.2a</li> <li>Comprehend written classroom directions, read simple passages, infer meaning of cognates and recognize loan words.</li> <li>28.C.2b Decode new vocabulary using contextual clues and drawing on words and phrases from prior</li> </ul> | <ul> <li>28.C.3a Comprehend<br/>the main message of<br/>a variety of written<br/>materials with the help<br/>of resources (e.g.,<br/>dictionary, thesaurus,<br/>software, Internet, e-<br/>mail) to expand<br/>vocabulary.</li> <li>28.C.3b Compare<br/>word use, phrasing<br/>and sentence<br/>structures of the<br/>target language with</li> </ul> | <ul> <li>28.C.4a Comprehend<br/>key vocabulary as<br/>well as the main<br/>message of complex<br/>written materials<br/>without the help of<br/>visuals.</li> <li>28.C.4b Demonstrate<br/>understanding of<br/>written materials by<br/>organizing information<br/>and concepts (e.g.,</li> </ul> | <ul> <li>28.C.5a</li> <li>Comprehend, with little or no support, a variety of materials intended for native speakers in academic, social and work situations.</li> <li>28.C.5b Distinguish nuances of meaning in a variety of contexts (e.g., layers of meaning in poetry and</li> </ul> |
|   | lessons.  | those used in one or<br>more other<br>languages.  | outlines, flow charts).   | prose).  |
|   |   |   | <b>28.C.4c</b> Compare the target language with one or more languages in terms of vocabulary, word use, phrase and sentence structure and complete text structures.   | <b>28.C.5c</b> Explain how various languages are interrelated in terms of word origin and text structures.   |

**D.** Use the target language to present information, concepts and ideas for a variety of purposes to different audiences.

| STAGE ONE  | STAGE TWO  | STAGE THREE  | STAGE FOUR  | STAGE FIVE  |
|--|--|--|---|---|
| BEGINNING  | BEGINNING<br>INTERMEDIATE  | INTERMEDIATE   | ADVANCED<br>INTERMEDIATE  | ADVANCED  |
| <b>28.D.1a</b> Copy/write words, phrases and simple sentences.               | <b>28.D.2a</b> Write on familiar topics using appropriate grammar, punctuation and capitalization.   | <b>28.D.3a</b> Write<br>compositions and<br>reports with a specific<br>focus, supporting<br>details, logical<br>sequence and<br>conclusion.                | <b>28.D.4a</b> Write<br>complete expository<br>pieces that include<br>description, definition<br>and analysis for a<br>variety of situations. | <b>28.D.5a</b> Write<br>documents in a<br>variety of forms with<br>supporting evidence<br>from electronic and<br>print sources to meet<br>academic, social and<br>work needs. |
| <b>28.D.1b</b> Describe people, activities and objects from school and home. | <b>28.D.2b</b> Present a simple written or oral report on familiar topics.   | <b>28.D.3b</b> Present<br>findings from<br>research on<br>unfamiliar topics<br>(e.g., the Roman<br>army, the French<br>chateaux, origins of<br>chocolate). | <b>28.D.4b</b> Make a persuasive presentation with documentation (e.g., visuals, interviews, quotes) from target language sources.            | <b>28.D.5b</b> Make<br>impromptu<br>presentations in a<br>variety of academic,<br>social and work<br>situations.  |
|  | <b>28.D.2c</b> Present an original production (e.g., TV commercials, ads, skits, songs) using known vocabulary and grammatical structures. | <b>28.D.3c</b> Present a simple, original poem or story based on a model.  | <b>28.D.4c</b> Present a short original piece (e.g., essay, story, poem) on a given theme with some guidelines.                               | <b>28.D.5c</b> Present an original piece (e.g., essay, story, poem) on a theme of their choice with minimal guidance.   |

# STATE GOAL 29: Use the target language to develop an understanding of the customs, arts, literature, history and geography associated with the target language.

Why This Goal Is Important: Understanding culture is integral to learning and understanding a language. This goal emphasizes not only the process of learning about the country and its culture, but also the fact that language and culture are inseparable. Through a range of materials in print and other media, students gain a richer understanding of both culture and language. Culture consists mainly of language, literature, fine arts, media, history and geography related to various peoples in the world. Students need to develop an understanding of how customs and traditions are shaped by speakers of language and how that language reflects those customs and traditions.

| STAGE ONE   | STAGE TWO  | STAGE THREE  | STAGE FOUR   | STAGE FIVE   |
|---|--|--|--|--|
| BEGINNING   | BEGINNING<br>INTERMEDIATE  | INTERMEDIATE   | ADVANCED<br>INTERMEDIATE   | ADVANCED   |
| <b>29.A.1</b> Use<br>common forms of<br>courtesy,<br>greetings and<br>leave-takings<br>appropriate to the<br>time of day and<br>relationship<br>(adult, peer,<br>parent). | <b>29.A.2</b><br>Demonstrate<br>activities (e.g.,<br>games, songs<br>and role playing)<br>associated with<br>the target<br>language. | <b>29.A.3</b><br>Demonstrate<br>selected customs,<br>manners and<br>traditions in<br>societies<br>associated with<br>the target<br>language. | <b>29.A.4</b><br>Demonstrate<br>target language<br>expressions and<br>levels of formality<br>(e.g., age, social<br>status)<br>appropriate for<br>entry-level work<br>and social<br>situations. | <b>29.A.5</b> Analyze<br>and interpret<br>manners and<br>customs within<br>the social,<br>academic and<br>work<br>environments of<br>selected target<br>language<br>societies. |

A. Understand manners and customs of various target language societies.

**B.** Understand music, dance, folk art, visual art, drama and architecture related to the target language societies.

| STAGE ONE   | STAGE TWO   | STAGE THREE   | STAGE FOUR  | STAGE FIVE  |
|---|---|---|---|---|
| BEGINNING   | BEGINNING<br>INTERMEDIATE   | INTERMEDIATE  | ADVANCED<br>INTERMEDIATE  | ADVANCED  |
| <b>29.B.1a</b> Identify one<br>or more art forms<br>(e.g., Japanese<br>origami, Spanish<br>flamenco)<br>representative of<br>areas where the<br>target language is<br>spoken.   | <b>29.B.2a</b> Identify<br>sample art works and<br>their creators<br>associated with areas<br>where the target<br>language is spoken.                     | <b>29.B.3a</b> Identify and<br>explain ideas and<br>themes expressed in<br>selected works of art<br>associated with<br>target language<br>societies using terms<br>from the target<br>language. | <b>29.B.4a</b> Compare<br>themes that are<br>inherent to areas<br>where the target<br>language is spoken<br>as expressed in<br>different art forms. | <b>29.B.5a</b> Explain the cultural and historical significance of characteristic art forms of a target language society. |
| <b>29.B.1b</b><br>Demonstrate one or<br>more art forms<br>representative of<br>areas where the<br>target language is<br>spoken (e.g.,<br>dramatizing a sample<br>of children's<br>literature, performing<br>a song or dance). | <b>29.B.2b</b> Describe<br>selected art forms of<br>areas where the<br>target language is<br>spoken using arts<br>vocabulary from the<br>target language. | <b>29.B.3b</b> Understand<br>and use the essential<br>target language<br>vocabulary referring<br>to tools, processes<br>and products in one<br>or more of the art<br>forms.                     | <b>29.B.4b</b> Compare<br>and contrast selected<br>art forms of areas<br>where the target<br>language is spoken.                                    | <b>29.B.5b</b> Create an interpretive presentation of a selected art form based on research or a field experience.        |

**C.** Understand literature and various media of target language societies.

| STAGE ONE   | STAGE TWO  | STAGE THREE   | STAGE FOUR  | STAGE FIVE  |
|---|--|---|---|---|
| BEGINNING   | BEGINNING<br>INTERMEDIATE  | INTERMEDIATE  | ADVANCED<br>INTERMEDIATE  | ADVANCED  |
| <b>29.C.1a</b> Identify main<br>characters, settings<br>and events from<br>selected samples of<br>children's literature<br>using audio and visual<br>cues.                              | <b>29.C.2a</b> Read, retell<br>and summarize<br>selected literary works.   | <b>29.C.3a</b> Read, discuss<br>and write about<br>themes and settings of<br>selected materials in<br>the target language<br>with assistance of<br>glossaries, guided<br>questions or outlines.   | <b>29.C.4a</b> Compare and contrast the characters, setting, themes and plot of two or more literary works.                             | <b>29.C.5a</b> Compare and<br>analyze literary<br>themes, styles and<br>perspectives across<br>authors and genres.                  |
| <b>29.C.1b</b> Identify<br>different types of<br>literature (e.g., poetry,<br>short stories, plays,<br>legends) in the target<br>language.  | <b>29.C.2b</b> Identify<br>sample literary works<br>and their authors<br>representative of the<br>target language. | <b>29.C.3b</b> Read,<br>discuss and write<br>about plot and form of<br>selected literary works<br>as illustrated in comic<br>books, youth literature<br>and abridgments in the<br>target language using<br>target language<br>vocabulary. | <b>29.C.4b</b> Describe<br>characteristics, origins<br>and authors of various<br>literary forms using<br>target language<br>vocabulary. | <b>29.C.5b</b> Explain the influence of historical context on form, style and point of view for a variety of literary works.        |
| <b>29.C.1c</b> Identify<br>primary media sources<br>(e.g., television, radio,<br>CD/ROM, software,<br>films, on-line<br>resources, websites,<br>periodicals) in the<br>target language. | <b>29.C.2c</b> Summarize<br>the main points of<br>selected media<br>presentations in the<br>target language.       | <b>29.C.3c</b> Create simple<br>print and/or non-print<br>media messages in the<br>target language<br>modeled on media<br>examples (e.g.,<br>advertisements,<br>posters, television,<br>radio, brochures,<br>websites).                   | <b>29.C.4c</b> Comprehend<br>main ideas from target<br>language media in<br>relation to everyday<br>life.                               | <b>29.C.5c</b> Compare<br>topics, types and styles<br>of media<br>communication in<br>areas where the target<br>language is spoken. |

| STAGE ONE   | STAGE TWO  | STAGE THREE   | STAGE FOUR   | STAGE FIVE  |
|---|--|---|--|---|
| BEGINNING   | BEGINNING<br>INTERMEDIATE  | INTERMEDIATE  | ADVANCED<br>INTERMEDIATE   | ADVANCED  |
| <b>29.D.1</b> Recognize<br>important people and<br>events (e.g., special<br>celebrations) in the<br>history of areas<br>where the target<br>language is spoken. | <b>29.D.2</b> Use simple<br>history vocabulary to<br>identify historical<br>concepts and trends<br>(e.g., rise and fall of<br>the Roman Empire,<br>French Revolution). | <b>29.D.3</b> Identify key<br>historical figures<br>(e.g., scientists,<br>mathematicians,<br>inventors, business<br>leaders) and events<br>associated with<br>areas where the<br>target language is<br>spoken and explain<br>their influence. | <b>29.D.4</b> Compare and contrast the influences of historical figures and events and their impact on the development of their countries. | <b>29.D.5</b> Analyze<br>different perspectives<br>of historical events<br>using a variety of<br>media and<br>technology tools. |

### **E.** Understand geography of various target language societies.

| STAGE ONE  | STAGE TWO  | STAGE THREE  | STAGE FOUR  | STAGE FIVE  |
|--|--|--|---|---|
| BEGINNING  | BEGINNING<br>INTERMEDIATE  | INTERMEDIATE   | ADVANCED<br>INTERMEDIATE  | ADVANCED  |
| <b>29.E.1</b> Identify and<br>use simple geography<br>vocabulary (e.g.,<br>border, city, river, soil,<br>equator) of the target<br>language. | <b>29.E.2</b> Use maps,<br>charts, digital images,<br>graphs and other<br>geographic<br>representations to<br>describe and discuss<br>the countries where the<br>target language is<br>spoken. | <b>29.E.3</b> Describe<br>geographical aspects<br>(e.g., population<br>distribution, natural<br>resources and main<br>economic activities) of<br>areas where the target<br>language is spoken. | <b>29.E.4</b> Compare a target country with the United States using geographic representations to illustrate and explain their economic nature. | <b>29.E.5</b> Describe how<br>migration, settlement<br>and colonization have<br>affected the economy<br>and environment of<br>country(ies) where the<br>target language is<br>spoken. |

# STATE GOAL 30: Use the target language to make connections and reinforce knowledge and skills across academic, vocational and technical disciplines.

Why This Goal Is Important: Knowledge of a foreign language relies on communication, culture, and context. The term context here applies to the situations in which students will use the target language. To prepare for those situations, students reinforce and further their knowledge of other areas including academic, technical and recreational. Standards and benchmarks within this goal are meant to reamplify content and skills learned in economics, mathematics, science, physical development, health, career exploration and vocational courses. Combined with the cultural contexts found in goal 29, the standards and benchmarks in this goal contain direct parallels in target language development to the Illinois Goals and Standards in the other six learning areas in addition to vocational education.

#### A. Use the target language to reinforce and further knowledge of other disciplines.

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| <b>30.A.1a</b> Recognize<br>the currency of the<br>country(ies) where<br>the target language is<br>spoken and compare<br>values with United<br>States currency.*                       | <b>30.A.2a</b> Identify<br>products that are<br>from the countries<br>where the target<br>language is spoken<br>and that are found in<br>the United States<br>economy.* | <b>30.A.3a</b> Identify<br>differing systems of<br>trade and exchange<br>in target language<br>country(ies) (e.g.,<br>bartering and<br>bargaining)<br>compared to the<br>United States.* | <b>30.A.4a</b> Identify<br>major sources of<br>employment and<br>income in target<br>language country(ies)<br>compared to the<br>United States.*    | <b>30.A.5a</b> Describe<br>and explain factors<br>affecting economic<br>conditions in target<br>language country(ies)<br>compared to the<br>United States.* |
| <b>30.A.1b</b> Use the<br>target language to<br>solve simple math<br>exercises (e.g.,<br>identify simple<br>geometric shapes,<br>use numbers to count<br>and do math<br>computations). | <b>30.A.2b</b> Use the target language to make, use and estimate measurements (e.g., time, linear, monetary).   | <b>30.A.3b</b> Use the target language to gather and organize data to solve math problems.   | <b>30.A.4b</b> Use the target language to analyze and solve math problems based on timetables, schedules, charts and graphs in the target language. | <b>30.A.5b</b> Use the target language for math skills such as statistical analysis, estimating and approximating in experiments or research projects.      |

| <b>30.A.1c</b> Use target<br>language vocabulary<br>to identify simple<br>science terms<br>referring to weather<br>and nature (e.g.,<br>clouds, wind, trees,<br>common animals). | <b>30.A.2c</b> Use target<br>language vocabulary<br>to identify and<br>describe basic earth<br>science content<br>(e.g., mountain<br>range, coast, desert)<br>and life forms. | <b>30.A.3c</b> Use the target language to describe the physical and geological features, vegetation and animal life indigenous to areas where the target language is spoken. | <b>30.A.4c</b> Use the target language to analyze the impact of human activity on the natural environment in areas where the target language is spoken.          | <b>30.A.5c</b> Use the target language to analyze current science issues (e.g., ecology and the environment, space exploration, health) from the perspective of speakers of the language.  |
|--|---|--|--|--|
| <b>30.A.1d</b> Use target<br>language vocabulary<br>while participating in<br>physical activities<br>(e.g., games,<br>dances).   | <b>30.A.2d</b> Use the target language to participate in and/or describe games, dances and sports.  | <b>30.A.3d</b> Use the target language to identify diet, nutrition and physical fitness issues in areas where the target language is spoken.                                 | <b>30.A.4d</b> Use the target language to describe and compare daily diet, nutrition and physical fitness regimens in areas where the target language is spoken. | <b>30.A.5d</b> Use the target language to analyze and contrast diet, nutrition and physical fitness programs in areas where the target language is spoken with those of the United States. |

B. Use the target language to demonstrate knowledge and understanding of a variety of career options.

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|---|---|--|---|---|
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| <b>30.B.1a</b> Use target<br>language vocabulary<br>to identify common<br>professions and<br>occupations.                                   | <b>30.B.2a</b> Use the target language to describe activities and characteristics of selected occupations and work places.      | <b>30.B.3a</b> Use the target language to identify and describe occupations unique to areas where the target language is spoken.                             | <b>30.B.4a</b> Use the target language to compare various occupations in terms of their roles, status and qualifications in areas where the target language is spoken and in the United States. | <b>30.B.5a</b> Use the target language to analyze data relating to job opportunities, preparation, wages/salaries, etc., of occupations in areas where the target language is spoken. |
| <b>30.B.1b</b> Use target<br>language vocabulary<br>to identify a variety of<br>professions in which<br>the target language<br>may be used. | <b>30.B.2b</b> Use the target language to explain and describe general career choices in which the target language can be used. | <b>30.B.3b</b> Use the target language to explain in detail the preparation for and activities of specific careers in which the target language can be used. | <b>30.B.4b</b> Use the target language to analyze connections between specific businesses and industries in areas where the target language is spoken and in the United States.                 | <b>30.B.5b</b> Use the target language to evaluate a career option which requires proficiency in the target language through a career exploration or education-to-careers activity.   |