

FOREIGN LANGUAGE

STATE GOALS/STANDARDS/BENCHMARKS--
 LOCAL GOALS/OUTCOMES/OBJECTIVES
 LINKING ORGANIZER

BEGINNING

KEY
2--Indicates Strong Link
1--Indicates Moderate Link
0--Indicates No Link

STATE GOALS/ STANDARDS/BENCHMARKS	LOCAL GOALS/ OUTCOMES/OBJECTIVES	2	1	0
Goal 28: Use the target language to communicate within and beyond the classroom setting.				
A. Understand oral communication in the target language.				
28.A.1a Recognize basic language patterns (e.g., forms of address, questions, case).				
28.A.1b Respond appropriately to simple commands in the target language.				
B. Interact in the target language in various settings.				
28.B.1a Respond to and ask simple questions with prompts.				
28.B.1b Imitate pronunciation, intonation and inflection including sounds unique to the target language.				
C. Understand written passages in the target language.				
28.C.1a Recognize the written form of familiar spoken language and predict meaning of key words in a simple story, poem or song.				
28.C.1b Infer meaning of cognates from context.				
D. Use the target language to present information, concepts and ideas for a variety of purposes to different audiences.				
28.D.1a Copy/write words, phrases and simple sentences.				
28.D.1b Describe people, activities and objects from school and home.				
Goal 29: Use the target language to develop an understanding of the customs, arts, literature, history and geography associated with the target language.				
A. Understand manners and customs of various target language societies.				
29.A.1 Use common forms of courtesy, greetings and leave-takings appropriate to the time of day and relationship (adult, peer, parent).				
B. Understand music, dance, folk art, visual art, drama and architecture related to the target language societies.				
29.B.1a Identify one or more art forms (e.g., Japanese origami, Spanish flamenco) representative of areas where the target language is spoken.				

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29.B.1b Demonstrate one or more art forms representative of areas where the target language is spoken (e.g., dramatizing a sample of children’s literature, performing a song or dance).				
C. Understand literature and various media of target language societies.				
29.C.1a Identify main characters, settings and events from selected samples of children’s literature using audio and visual cues.				
29.C.1b Identify different types of literature (e.g., poetry, short stories, plays, legends) in the target language.				
29.C.1c Identify primary media sources (e.g., television, radio, CD-ROM, software, films, on-line resources, websites, periodicals) in the target language.				
D. Understand history of areas where the target language is spoken.				
29.D.1 Recognize important people and events (e.g., special celebrations) in the history of areas where the target language is spoken.				
E. Understand geography of various target language societies.				
29.E.1 Identify and use simple geography vocabulary (e.g., border, city, river, soil, equator) of the target language.				
Goal 30: Use the target language to make connections and reinforce knowledge and skills across academic, vocational and technical disciplines.				
A. Use the target language to reinforce and further knowledge of other disciplines.				
30.A.1a Recognize the currency of the country(ies) where the target language is spoken and compare values with United States currency.*				
30.A.1b Use the target language to solve simple math exercises (e.g., identify simple geometric shapes, use numbers to count and do math computations).				
30.A.1c Use target language vocabulary to identify simple science terms referring to weather and nature (e.g., clouds, wind, trees, common animals).				
30.A.1d Use target language vocabulary while participating in physical activities (e.g., games, dances).				
B. Use the target language to demonstrate knowledge and understanding of a variety of career options.				
30.B.1a Use target language vocabulary to identify common professions and occupations.				

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30.B.1b Use target language vocabulary to identify a variety of professions in which the target language may be used.				

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Goal 28: Use the target language to communicate within and beyond the classroom setting.				
A. Understand oral communication in the target language.				
28.A.2a Comprehend illustrated stories, audiovisual programs or websites.				
28.A.2b Follow instructions in the target language, given one step at a time, for a wide range of activities.				
B. Interact in the target language in various settings.				
28.B.2a Pose questions spontaneously in structured situations.				
28.B.2b Produce language using proper pronunciation, intonation and inflection.				
28.B.2c Comprehend gestures and body language often used in everyday interaction in the target language.				
C. Understand written passages in the target language.				
28.C.2a Comprehend written classroom directions, read simple passages, infer meaning of cognates and recognize loan words.				
28.C.2b Decode new vocabulary using contextual clues and drawing on words and phrases from prior lessons.				
D. Use the target language to present information, concepts and ideas for a variety of purposes to different audiences.				
28.D.2a Write on familiar topics using appropriate grammar, punctuation and capitalization.				
28.D.2b Present a simple written or oral report on familiar topics.				
28.D.2c Present an original production (e.g., TV commercials, ads, skits, songs) using known vocabulary and grammatical structures.				
Goal 29: Use the target language to develop an understanding of the customs, arts, literature, history and geography associated with the target language.				
A. Understand manners and customs of various target language societies.				

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29.A.2	Demonstrate activities (e.g., games, songs and role playing) associated with the target language.				
B. Understand music, dance, folk art, visual art, drama and architecture related to the target language societies.					
29.B.2a	Identify sample art works and their creators associated with areas where the target language is spoken.				
29.B.2b	Describe selected art forms of areas where the target language is spoken using arts vocabulary from the target language.				
C. Understand literature and various media of target language societies.					
29.C.2a	Read, retell and summarize selected literary works.				
29.C.2b	Identify sample literary works and their authors representative of the target language.				
29.C.2c	Summarize the main points of selected media presentations in the target language.				
D. Understand history of areas where the target language is spoken.					
29.D.2	Use simple history vocabulary to identify historical concepts and trends (e.g., rise and fall of the Roman Empire, French Revolution).				
E. Understand geography of various target language societies.					
29.E.2	Use maps, charts, digital images, graphs and other geographic representations to describe and discuss the countries where the target language is spoken.				
Goal 30: Use the target language to make connections and reinforce knowledge and skills across academic, vocational and technical disciplines.					
A. Use the target language to reinforce and further knowledge of other disciplines.					
30.A.2a	Identify products that are from the countries where the target language is spoken and that are found in the United States economy.*				
30.A.2b	Use the target language to make, use and estimate measurements (e.g., time, linear, monetary).				
30.A.2c	Use target language vocabulary to identify and describe basic earth science content (e.g., mountain range, coast, desert) and life forms.				
30.A.2d	Use the target language to participate in and/or describe games, dances and sports.				

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B. Use the target language to demonstrate knowledge and understanding of a variety of career options.				
30.B.2a Use the target language to describe activities and characteristics of selected occupations and work places.				
30.B.2b Use the target language to explain and describe general career choices in which the target language can be used.				

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Goal 28: Use the target language to communicate within and beyond the classroom setting.				
A. Understand oral communication in the target language.				
28.A.3a Comprehend main messages of simple oral and audio presentations with assistance from resources (e.g., glossaries, guided questions, outlines).				
28.A.3b Follow instructions in the target language as given in multistep segments for assignments and activities in and out of the classroom.				
B. Interact in the target language in various settings.				
28.B.3a Respond to open-ended questions and initiate communication in various situations.				
28.B.3b Produce language with improved pronunciation, intonation and inflection.				
28.B.3c Use appropriate non-verbal cues common in areas where the target language is spoken.				
C. Understand written passages in the target language.				
28.C.3a Comprehend the main message of a variety of written materials with the help of resources (e.g., dictionary, thesaurus, software, Internet, e-mail) to expand vocabulary.				
28.C.3b Compare word use, phrasing and sentence structures of the target language with those used in one or more other languages.				
D. Use the target language to present information, concepts and ideas for a variety of purposes to different audiences.				
28.D.3a Write compositions and reports with a specific focus, supporting details, logical sequence and conclusion.				
28.D.3b Present findings from research on unfamiliar topics (e.g., the Roman army, the French chateaux, origins of chocolate).				
28.D.3c Present a simple, original poem or story based on a model.				
Goal 29: Use the target language to develop an understanding of the customs, arts, literature, history and geography associated with the target language.				

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A. Understand manners and customs of various target language societies.				
29.A.3 Demonstrate selected customs, manners and traditions in societies associated with the target language.				
B. Understand music, dance, folk art, visual art, drama and architecture related to the target language societies.				
29.B.3a Identify and explain ideas and themes expressed in selected works of art associated with target language societies using terms from the target language.				
29.B.3b Understand and use the essential target language vocabulary referring to tools, processes and products in one or more of the art forms.				
C. Understand literature and various media of target language societies.				
29.C.3a Read, discuss and write about themes and settings of selected materials in the target language with assistance of glossaries, guided questions or outlines.				
29.C.3b Read, discuss and write about plot and form of selected literary works as illustrated in comic books, youth literature and abridgments in the target language using target language vocabulary.				
29.C.3c Create simple print and/or non-print media messages in the target language modeled on media examples (e.g., advertisements, posters, television, radio, brochures, websites).				
D. Understand history of areas where the target language is spoken.				
29.D.3 Identify key historical figures (e.g., scientists, mathematicians, inventors, business leaders) and events associated with areas where the target language is spoken and explain their influence.				
E. Understand geography of various target language societies.				
29.E.3 Describe geographical aspects (e.g., population distribution, natural resources and main economic activities) of areas where the target language is spoken.				
Goal 30: Use the target language to make connections and reinforce knowledge and skills across academic, vocational and technical disciplines.				
A. Use the target language to reinforce and further knowledge of other disciplines.				

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30.A.3a	Identify differing systems of trade and exchange in target language country(ies) (e.g., bartering and bargaining) compared to the United States.*				
30.A.3b	Use the target language to gather and organize data to solve math problems.				
30.A.3c	Use the target language to describe the physical and geological features, vegetation and animal life indigenous to areas where the target language is spoken.				
30.A.3d	Use the target language to identify diet, nutrition and physical fitness issues in areas where the target language is spoken.				
B.	Use the target language to demonstrate knowledge and understanding of a variety of career options.				
30.B.3a	Use the target language to identify and describe occupations unique to areas where the target language is spoken.				
30.B.3b	Use the target language to explain in detail the preparation for and activities of specific careers in which the target language can be used.				

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INTERMEDIATE/ADVANCED

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Goal 28: Use the target language to communicate within and beyond the classroom setting.				
A. Understand oral communication in the target language.				
28.A.4 Comprehend details of oral and audio presentations unsupported by visual aids.				
B. Interact in the target language in various settings.				
28.B.4a Engage in extended conversations in a variety of situations.				
28.B.4b Express differences of meaning using proper pronunciation, intonation and inflection.				
28.B.4c Recognize and use nonverbal cues in various formal and informal settings.				
C. Understand written passages in the target language.				
28.C.4a Comprehend key vocabulary as well as the main message of complex written materials without the help of visuals.				
28.C.4b Demonstrate understanding of written materials by organizing information and concepts (e.g., outlines, flow charts).				
28.C.4c Compare the target language with one or more languages in terms of vocabulary, word use, phrase and sentence structure and complete text structures.				
D. Use the target language to present information, concepts and ideas for a variety of purposes to different audiences.				
28.D.4a Write complete expository pieces that include description, definition and analysis for a variety of situations.				
28.D.4b Make a persuasive presentation with documentation (e.g., visuals, interviews, quotes) from target language sources.				
28.D.4c Present a short original piece (e.g., essay, story, poem) on a given theme with some guidelines.				
Goal 29: Use the target language to develop an understanding of the customs, arts, literature, history and geography associated with the target language.				

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A. Understand manners and customs of various target language societies.				
29.A.4 Demonstrate target language expressions and levels of formality (e.g., age, social status) appropriate for entry-level work and social situations.				
B. Understand music, dance, folk art, visual art, drama and architecture related to the target language societies.				
29.B.4a Compare themes that are inherent to areas where the target language is spoken as expressed in different art forms.				
29.B.4b Compare and contrast selected art forms of areas where the target language is spoken.				
C. Understand literature and various media of target language societies.				
29.C.4a Compare and contrast the characters, setting, themes and plot of two or more literary works.				
29.C.4b Describe characteristics, origins and authors of various literary forms using target language vocabulary.				
29.C.4c Comprehend main ideas from target language media in relation to everyday life.				
D. Understand history of areas where the target language is spoken.				
29.D.4 Compare and contrast the influences of historical figures and events and their impact on the development of their countries.				
E. Understand geography of various target language societies.				
29.E.4 Compare a target country with the United States using geographic representations to illustrate and explain their economic nature.				
Goal 30: Use the target language to make connections and reinforce knowledge and skills across academic, vocational and technical disciplines.				
A. Use the target language to reinforce and further knowledge of other disciplines.				
30.A.4a Identify major sources of employment and income in target language country(ies) compared to the United States.*				
30.A.4b Use the target language to analyze and solve math problems based on timetables, schedules, charts and graphs in the target language.				
30.A.4c Use the target language to analyze the impact of human activity on the natural environment in areas where the target language is spoken.				

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30.A.4d Use the target language to describe and compare daily diet, nutrition and physical fitness regimens in areas where the target language is spoken.				
B. Use the target language to demonstrate knowledge and understanding of a variety of career options.				
30.B.4a 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.				
30.B.4b 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.				

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Goal 28: Use the target language to communicate within and beyond the classroom setting.				
A. Understand oral communication in the target language.				
28.A.5 Comprehend a variety of oral and audio presentations in academic, technical, social or work environments.				
B. Interact in the target language in various settings.				
28.B.5a Discuss and defend a position on an issue in a discussion.				
28.B.5b Approximate native-like pronunciation, intonation and inflection.				
C. Understand written passages in the target language.				
28.C.5a Comprehend, with little or no support, a variety of materials intended for native speakers in academic, social and work situations.				
28.C.5b Distinguish nuances of meaning in a variety of contexts (e.g., layers of meaning in poetry and prose).				
28.C.5c 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.				
28.D.5a Write documents in a variety of forms with supporting evidence from electronic and print sources to meet academic, social and work needs.				
28.D.5b Make impromptu presentations in a variety of academic, social and work situations.				
28.D.5c Present an original piece (e.g., essay, story, poem) on a theme of their choice with minimal guidance.				
Goal 29: Use the target language to develop an understanding of the customs, arts, literature, history and geography associated with the target language.				
A. Understand manners and customs of various target language societies.				

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29.A.5 Analyze and interpret manners and customs within the social, academic and work environments of selected target language societies.				
B. Understand music, dance, folk art, visual art, drama and architecture related to the target language societies.				
29.B.5a Explain the cultural and historical significance of characteristic art forms of a target language society.				
29.B.5b 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.				
29.C.5a Compare and analyze literary themes, styles and perspectives across authors and genres.				
29.C.5b Explain the influence of historical context on form, style and point of view for a variety of literary works.				
29.C.5c Compare topics, types and styles of media communication in areas where the target language is spoken.				
D. Understand history of areas where the target language is spoken.				
29.D.5 Analyze different perspectives of historical events using a variety of media and technology tools.				
E. Understand geography of various target language societies.				
29.E.5 Describe how migration, settlement and colonization have affected the economy and environment of country(ies) where the target language is spoken.				
Goal 30: Use the target language to make connections and reinforce knowledge and skills across academic, vocational and technical disciplines.				
A. Use the target language to reinforce and further knowledge of other disciplines.				
30.A.5a Describe and explain factors affecting economic conditions in target language country(ies) compared to the United States.*				
30.A.5b Use the target language for math skills such as statistical analysis, estimating and approximating in experiments or research projects.				
30.A.5c 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.				

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30.A.5d 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.				
30.B.5a 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.				
30.B.5b 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.				