

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.

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

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

STAGE ONE BEGINNING	STAGE TWO BEGINNING INTERMEDIATE	STAGE THREE INTERMEDIATE	STAGE FOUR ADVANCED INTERMEDIATE	STAGE FIVE ADVANCED
29.B.1a Identify one or more art forms (e.g., Japanese origami, Spanish flamenco) representative of areas where the target language is spoken.	29.B.2a Identify sample art works and their creators associated with areas where the target language is spoken.	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.4a Compare themes that are inherent to areas where the target language is spoken as expressed in different art forms.	29.B.5a Explain the cultural and historical significance of characteristic art forms of a target language society.
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).	29.B.2b Describe selected art forms of areas where the target language is spoken using arts vocabulary 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.	29.B.4b Compare and contrast selected art forms of areas where the target language is spoken.	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.

STAGE ONE BEGINNING	STAGE TWO BEGINNING INTERMEDIATE	STAGE THREE INTERMEDIATE	STAGE FOUR ADVANCED INTERMEDIATE	STAGE FIVE ADVANCED
29.C.1a Identify main characters, settings and events from selected samples of children’s literature using audio and visual cues.	29.C.2a Read, retell and summarize selected literary works.	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.4a Compare and contrast the characters, setting, themes and plot of two or more literary works.	29.C.5a Compare and analyze literary themes, styles and perspectives across authors and genres.
29.C.1b Identify different types of literature (e.g., poetry, short stories, plays, legends) in the target language.	29.C.2b Identify sample literary works and their authors representative of the target language.	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.4b Describe characteristics, origins and authors of various literary forms using target language vocabulary.	29.C.5b Explain the influence of historical context on form, style and point of view for a variety of literary works.
29.C.1c Identify primary media sources (e.g., television, radio, CD-ROM, software, films, on-line resources, websites, periodicals) in the target language.	29.C.2c Summarize the main points of selected media presentations in the target language.	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).	29.C.4c Comprehend main ideas from target language media in relation to everyday life.	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.

STAGE ONE BEGINNING	STAGE TWO BEGINNING INTERMEDIATE	STAGE THREE INTERMEDIATE	STAGE FOUR ADVANCED INTERMEDIATE	STAGE FIVE ADVANCED
29.D.1 Recognize important people and events (e.g., special celebrations) in the 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).	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.	29.D.4 Compare and contrast the influences of historical figures and events and their impact on the development of their countries.	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.

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