

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.

| STAGE ONE BEGINNING | STAGE TWO BEGINNING INTERMEDIATE | STAGE THREE INTERMEDIATE | STAGE FOUR ADVANCED INTERMEDIATE | STAGE FIVE ADVANCED |
|--|--|--|--|--|
| 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.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.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.4a Identify major sources of employment and income in target language country(ies) compared to the United States.* | 30.A.5a Describe and explain factors affecting economic conditions in target language country(ies) compared to the United States.* |
| 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.2b Use the target language to make, use and estimate measurements (e.g., time, linear, monetary). | 30.A.3b Use the target language to gather and organize data to solve math problems. | 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.5b Use the target language for math skills such as statistical analysis, estimating and approximating in experiments or research projects. |
| 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.2c Use target language vocabulary to identify and describe basic earth science content (e.g., mountain range, coast, desert) and life forms. | 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.4c Use the target language to analyze the impact of human activity on the natural environment in areas where the target language is spoken. | 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. |
| 30.A.1d Use target language vocabulary while participating in physical activities (e.g., games, dances). | 30.A.2d Use the target language to participate in and/or describe games, dances and sports. | 30.A.3d Use the target language to identify diet, nutrition and physical fitness issues in areas where the target language is spoken. | 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. | 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.

| STAGE ONE BEGINNING | STAGE TWO BEGINNING INTERMEDIATE | STAGE THREE INTERMEDIATE | STAGE FOUR ADVANCED INTERMEDIATE | STAGE FIVE ADVANCED |
|--|---|--|---|---|
| 30.B.1a Use target language vocabulary to identify common professions and occupations. | 30.B.2a Use the target language to describe activities and characteristics of selected occupations and work places. | 30.B.3a Use the target language to identify and describe occupations unique to areas where the target language is spoken. | 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.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.1b Use target language vocabulary to identify a variety of professions in which the target language may be used. | 30.B.2b Use the target language to explain and describe general career choices in which the target language can be used. | 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. | 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. | 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. |