

## WORLD LANGUAGES CURRICULUM

GOAL 30: Use the target language to make connections and reinforce knowledge and skills across academic, vocational and technical disciplines.  
 Standard A: Use the target language to reinforce and further knowledge of other disciplines.

### CATHOLIC IDENTITY

Standard A: Reinforce and share knowledge of the Catholic faith through stewardship and service within the target language culture.

*As a result of their schooling students will be able to...*

EARLY ELEMENTARY OR STAGE 1	LATE ELEMENTARY OR STAGE 2	MIDDLE/JUNIOR HIGH SCHOOL OR STAGE 3
<ol style="list-style-type: none"> <li>1. Recognize currency from the country where the target language is spoken.</li> <li>2. Use simple math vocabulary (e.g., name numbers and simple geometric shapes).</li> <li>3. Name simple science terms referring to weather and nature.</li> <li>4. <u>Work with other classes on a stewardship project that serves persons of target language community/society.</u></li> <li>5. <u>Recognize religious (Catholic) words in target language, e.g., God, Mary, church, etc.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Compare the value of the currency of the U.S. with the currency of a country where the target language is spoken.</li> <li>2. Use simple math exercises (e.g., a dictated math problem, computation with number words instead of numerals, measurement).</li> <li>3. Describe simple weather and nature phenomena.</li> <li>4. Give target language commands while participating in a physical activity. Use target language terms to identify games, dances, and sports.</li> <li>5. Discuss products that originate in countries where the target language is spoken and that are used in the United States.</li> <li>6. <u>Plan and work with other classes on a stewardship project that serves persons of target language community/society.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Identify a system of trade and exchange (e.g., bargaining and bartering) in an area where the target language is spoken and a system used in the local community.</li> <li>2. Identify some physical and geological features, vegetation, or animal life indigenous to an area where the target language is spoken.</li> <li>3. Identify and explain typical diet, nutrition, and physical fitness issues/concerns of area where the target language is spoken.</li> <li>4. Use the target language to solve simple math problems and to compare our system of measurement to the metric system.</li> <li>5. <u>Plan and organize work with other classes on a stewardship project that serves persons in target language/community/society.</u></li> </ol>

#### **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 re-amplify 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.

## WORLD LANGUAGES CURRICULUM

GOAL 30: Use the target language to make connections and reinforce knowledge and skills across academic, vocational and technical disciplines.  
 Standard B: Use the target language to demonstrate knowledge and understanding of a variety of career options.

### CATHOLIC IDENTITY

Standard B: Demonstrate knowledge and understanding of career opportunities and vocations available in the Catholic Church where other languages might be helpful.

As a result of their schooling students will be able to...

EARLY ELEMENTARY (PREK-2 ~ STAGE 1)	LATE ELEMENTARY (3-5 ~ STAGE 2)	MIDDLE/JUNIOR HIGH SCHOOL (6-8 ~ STAGE 3 )
<ol style="list-style-type: none"> <li>1. Identify some professions in which the target language may be used.</li> <li>2. Name some common professions and occupations in the community.</li> <li>3. Identify some well-known people whose native language is not English, e.g., <i>saints</i>, actors, architects, musicians, artists, authors.</li> <li>4. <u>Recognize vocational words (priest, sister, bishop, pope) in target language.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Identify some professions in which the target language may be used.</li> <li>2. Give examples of common professions and occupations.</li> <li>3. Give examples of a variety of professions in which the target language may be used.</li> <li>4. Describe and explore some career choices in which the target language can be used <u>include Catholic Church work.</u></li> <li>5. <u>Identify Catholics who demonstrated their faith through their work in the area where the target language is spoken.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Identify some professions in which the target language may be used.</li> <li>2. Identify and describe occupations where the target language is spoken.</li> <li>3. Identify activities of a specific career in which the target language can be used.</li> <li>4. <u>Identify Catholics who demonstrated their faith through their work in the area where the target language is spoken.</u></li> <li>5. <u>Interview Catholic Church and school workers who use target language in their career/work.</u></li> </ol>

#### **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 re-amplify 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.