

## WORLD LANGUAGES CURRICULUM

GOAL 28: Use the target language to communicate within and beyond the classroom setting.

Standard A: Understand oral communication in the target language.

### CATHOLIC IDENTITY

Standard A: Using the target language, understand communication about the Catholic Faith and Church in the area of study.

*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. Show an awareness of differences between formal and informal forms of address.</li> <li>2. Hear differences between singular and plural.</li> <li>3. Recognize gender and number at an introductory level.</li> <li>4. Respond to simple commands (e.g., stand up, sit down).</li> <li>5. <u>Recite simple prayers.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Distinguish between questions and statements.</li> <li>2. Recognize the sound differences in words that indicate number, gender, person, and case.</li> <li>3. Distinguish commands directed to self, others, and a group.</li> <li>4. Follow simple directions.</li> <li>5. Demonstrate comprehension (e.g., sequence events, illustrate, dramatize) of simple stories, dialogues, and other presentations containing significant visual cues.</li> <li>6. <u>Understand and recite simple prayers.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate understanding (e.g., retell, summarize, dramatize, illustrate) of simple statements, narratives, conversations, and/or aural presentations using available resources.</li> <li>2. Use resources and previously learned material to summarize a story in target language.</li> <li>3. Follow multi-step instructions in a variety of contexts.</li> <li>4. <u>Understand and recite prayers.</u></li> <li>5. <u>Compose a simple prayer in target language.</u></li> </ol>

#### **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.

## WORLD LANGUAGES CURRICULUM

GOAL 28: Use the target language to communicate within and beyond the classroom setting.

Standard B: Interact in the target language in various settings.

### CATHOLIC IDENTITY

Standard B: Interact in the target language in Liturgy or school prayer setting.

*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 STAGE 3
<ol style="list-style-type: none"> <li>1. Ask basic questions.</li> <li>2. Respond to a number of questions and prompts that use familiar language.</li> <li>3. Use routine courtesy expressions appropriately (e.g., Mr., Mrs., Miss, please, thank you).</li> <li>4. Use formal and informal words of address.</li> <li>5. Imitate sounds, words, and phrases with age- and stage-appropriate pronunciation, intonation, and inflection.</li> <li>6. <u>Respond to petitions using target language.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Ask and respond to a variety of questions using learned material.</li> <li>2. Respond spontaneously with simple answers to questions.</li> <li>3. Respond to a number of questions in the form appropriate to one's relationship with another person (e.g., adult, peer, parent).</li> <li>4. Use common forms of courtesy, greetings, and leave-takings using culturally appropriate gestures.</li> <li>5. Demonstrate improved pronunciation, intonation, and inflection.</li> <li>6. Demonstrate comprehension of gestures and body language often used in everyday interaction in the target language culture.</li> <li>7. <u>Read/recite a petition in target language.</u></li> <li>8. <u>Respond to prayer and petitions using target language.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Formulate questions and produce original responses to questions.</li> <li>2. Read aloud in the target language using correct pronunciation, intonation, and inflection.</li> <li>3. Dramatize non-verbal cues common to the culture of the target language.</li> <li>4. Initiate and sustain a conversation about familiar topics.</li> <li>5. Sustain conversation using familiar language patterns.</li> <li>6. Interact using appropriate non-verbal cues (including gestures) common to the culture of the target language.</li> <li>7. <u>Compose and read a petition in target language at school Liturgy. Lead appropriate response.</u></li> </ol>

#### **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.

## WORLD LANGUAGES CURRICULUM

GOAL 28: Use the target language to communicate within and beyond the classroom setting.

Standard C: Understand written passages in the target language.

### CATHOLIC IDENTITY

Standard C: Understand written religious materials (songs, prayers, stories of saints, Bible verses or stories) in target language.

*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
<p>1. Recognize the written form of familiar spoken language at an introductory level (e.g., simple greetings, basic vocabulary, numbers, dates, time, <u>prayers and religious songs</u>).</p>	<p>1. Read aloud the written form of familiar language (e.g., simple greetings, basic vocabulary, numbers, dates, time) for understanding.</p> <p>2. Recognize repeating patterns in the target language.</p> <p>3. Read a simple passage, with visual cues, for understanding/comprehension (e.g., activities, stories, poetry, songs, <u>prayers, and liturgical songs</u>).</p> <p>4. Demonstrate understanding of simple stories, poems, or songs.</p> <p>5. Follow written classroom instructions.</p> <p>6. Use cognates and lone words to infer meaning of unfamiliar material.</p>	<p>1. Explain the main message of a variety of written materials with the help of available resources.</p> <p>2. Compare word use, phrasing, and sentence structure of the target language (e.g., idioms, false cognates, word order) with those of one or more other languages.</p> <p>3. Demonstrate understanding of how words, phrases, and sentences of the target language convey meaning.</p> <p>4. <u>Read prayers and sing songs in target language.</u></p>

#### **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.

## WORLD LANGUAGES CURRICULUM

GOAL 28: Use the target language to communicate within and beyond the classroom setting.

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

### CATHOLIC IDENTITY

Standard D: Present Catholic faith information about target language culture to different audiences (e.g., parents, other students, religious leaders).

*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. Copy words and phrases in the target language with assistance.</li> <li>2. Identify familiar items (e.g., family members, classroom objects, pets).</li> <li>3. <u>Learn, at an introductory level, a simple prayer and/or religious song.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Write simple sentences.</li> <li>2. Describe people, activities, or objects from school or home.</li> <li>3. Dramatize sentences containing new vocabulary (e.g., charades).</li> <li>4. Give a short presentation supported by visuals regarding family members, friends, objects, or common school and home activities.</li> <li>5. Use learned material to write and/or present original dialogues (e.g., skits, commercials, ads, songs).</li> <li>6. <u>Use learned material to write and/or present simple skits that incorporate Church holidays and celebrations; use known songs and prayers.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Write a developmentally appropriate paper (e.g., paragraph, composition, letter, journal) about a familiar topic using specific guidelines.</li> <li>2. Prepare a written or audio-visual presentation (e.g., information exchange with peers using available resources) on a topic of interest.</li> <li>3. Create a short, simple original story or poem based upon a model (e.g., fable, fairy tale, haiku, graphic poem, anagram).</li> <li>4. Write, edit, and revise using reference materials (e.g., dictionaries, grammar references).</li> <li>5. Present an original story or poem.</li> <li>6. <u>Use learned material to write and/or present skits that incorporate Church holidays and celebrations; use known songs and prayers.</u></li> </ol>

### **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.

## WORLD LANGUAGES CURRICULUM

GOAL 29: Use the target language to develop an understanding of the customs, arts, literature, history and geography associated with the target language.  
 Standard A: Understand manners and customs of various target language societies.

### CATHOLIC IDENTITY

Standard A: Understand religious (Catholic) practices and customs of various target language societies.

*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. Express common forms of courtesy, greetings, and leave-takings appropriate to the time of day (e.g., good morning, good afternoon) and season (e.g., Happy New Year, happy holiday).</li> <li>2. Use appropriate forms of courtesy in relation to another person (e.g., adult, peer, parent).</li> <li>3. <u>Talk about religious holidays and celebrations.</u></li> <li>4. Participate in culturally authentic activities (e.g., sing a song, play a game, share food) following simple target language instructions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use common forms of courtesy, greetings, and leave-takings appropriate to the time of day.</li> <li>2. Use common forms of courtesy appropriate to one's relationship with another person (e.g., adult, peer, parent).</li> <li>3. Role-play situations that demonstrate knowledge of activities popular in target language cultures (e.g., customs, leisure time, holiday practices).</li> <li>4. <u>Talk about religious holidays/celebrations and learn songs and prayers that are a part of the celebrations.</u></li> <li>5. <u>Take part in at least one religious holiday/celebration.</u></li> </ol>	<ol style="list-style-type: none"> <li>7. Distinguish and explain accepted roles of some social units in societies associated with the target language (e.g., the role of the extended family, the concept of friendship, the treatment of elders, gender roles).</li> <li>8. Identify traditions and customs associated with times of the year and national events.</li> <li>9. <u>Identify Catholic traditions and customs (e.g., stories, rituals, celebrations) associated with target language (may be cross-curricular with Religion).</u></li> <li>10. <u>Plan and participate in a religious holiday/celebration of target language society.</u></li> <li>11. Describe some specific social practices that occur in both the U.S. and the target language culture.</li> <li>12. Exhibit knowledge of selected social practices that differ from those in the U.S.</li> <li>13. Compare and contrast routine practices of daily life in target language societies (e.g., school, telephone conventions, food preferences and preparation, meal taking and manners, shopping, dwellings, dress).</li> </ol>

#### **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.

## WORLD LANGUAGES CURRICULUM

GOAL 29: Use the target language to develop an understanding of the customs, arts, literature, history and geography associated with the target language.  
 Standard B: Understand music, dance, folk art, visual art, drama and architecture related to the target language societies.

### CATHOLIC IDENTITY

Standard B: Understand Catholic religious music, dance, art, drama related to the target language societies.

*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. Dramatize a simple story.</li> <li>2. Demonstrate a dance or sing a song representative of the target language culture.</li> <li>3. <u>Sing a religious song of the target language society.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Name selected art works or music associated with a target language culture using target language vocabulary.</li> <li>2. Identify some characteristics of selected art forms or music using target language vocabulary.</li> <li>3. Present a short report on a selected piece of music or work of art and its creator.</li> <li>4. <u>Create a simple project/report on a religious song, visual art, or drama from the target language society.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Describe the themes of selected art forms or music.</li> <li>2. Use target language vocabulary to describe selected works of art or music.</li> <li>3. <u>Recognize and celebrate Catholic feasts and Liturgy; discuss how art and music are a part of the celebration.</u></li> </ol>

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## WORLD LANGUAGES CURRICULUM

GOAL 29: Use the target language to develop an understanding of the customs, arts, literature, history and geography associated with the target language.  
 Standard C: Understand literature and various media of target language societies.

### CATHOLIC IDENTITY

Standard C: Understand Catholic literature, Bible stories, stories of saints and other religious heroes and heroines of the target language societies.

*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. Recite simple poems.</li> <li>2. Recognize the main character, settings, and events from selected samples of culturally authentic children’s literature with an audio/visual cue.</li> <li>3. <u>Listen to religious stories of the target language society.</u></li> <li>4. Identify the type of primary media (e.g., television, radio, book, newspaper, computer, Internet, CD-Rom) when given an example in the target language.</li> </ol>	<ol style="list-style-type: none"> <li>1. Read and discuss selected literary works (e.g., poetry, stories, etc.).</li> <li>2. Name the main characters, settings, and events from selected samples of culturally authentic children’s literature using audio/visual cues.</li> <li>3. <u>Talk about religious stories of the target language society.</u></li> <li>4. Apply target language vocabulary to identify primary media sources.</li> <li>5. Talk about literature (e.g., poetry, story, play, legend, comics) of the target language.</li> </ol>	<ol style="list-style-type: none"> <li>1. Read, paraphrase, and summarize selected literary works.</li> <li>2. Associate sample literary works with their authors.</li> <li>3. Demonstrate comprehension of simple materials in the target language with assistance from resources (e.g., chart, diagram, PowerPoint, graph).</li> <li>4. <u>Read a piece of literature of target language society and discuss the theme or moral that reinforces our Catholic beliefs and/or social teachings.</u></li> <li>5. Create simple print or non-print media messages (e.g., T.V. commercial, magazine ads, posters) in the target language using available technology.</li> </ol>

#### **Why This Goal Is Important:**

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## WORLD LANGUAGES CURRICULUM

GOAL 29: Use the target language to develop an understanding of the customs, arts, literature, history and geography associated with the target language.  
 Standard D: Understand history of areas where the target language is spoken.

### CATHOLIC IDENTITY

Standard D: Understand the role of the Catholic Church in the religious history of the country where the target language is spoken.

*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 some important people and events in the history of areas where the target language is spoken.</li> <li>2. List some special celebrations.</li> <li>3. <u>Talk about Catholic celebrations of target language society( e.g., Christmas, Lent, Triduum).</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate awareness of a special celebration, historical event, or important person in the target cultures in an age- and developmentally-appropriate manner.</li> <li>2. <u>Describe Catholic celebrations of target language society ( e.g., Christmas, Lent, Triduum).</u></li> <li>3. Identify key historical figures and events associated with areas where the target language is spoken.</li> <li>4. Use basic vocabulary to identify historical events and concepts.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use acquired language to identify some historical events, concepts, and trends.</li> <li>2. Write or present a simple report on a key historical figure giving basic biographical information.</li> <li>3. Describe the influences a key historical figure has had on an area where the target language is spoken.</li> <li>4. <u>Recognize the role and influence the Catholic Church had on the history of areas where the target language is spoken.</u></li> </ol>

#### **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.

## WORLD LANGUAGES CURRICULUM

GOAL 29: Use the target language to develop an understanding of the customs, arts, literature, history and geography associated with the target language.  
 Standard E: Understand geography of various target language societies.

### CATHOLIC IDENTITY

Standard D: Understand relation of geography to religious identity in various target language societies.

*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 areas where the target language is spoken.</li> <li>2. Label basic geographical features on a map of a country where the target language is spoken.</li> <li>3. <u>Know that some important cities are named after saints.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Use simple sentences to identify basic geographical features on a map (e.g., rivers, deserts, mountains).</li> <li>2. Use maps, digital images, graphs, or other geographical representations to describe and discuss the geographical environment (e.g., a scarcity of water, the ocean warming the coast, sites of interest, capitals, the best routes to use) of an area where the target language is spoken.</li> <li>3. <u>Understand and discuss that many cities are named after Saints or have Catholic names.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Use geographical representations to identify geographic and demographic features of the country (e.g., population distribution, average annual income, imports and exports).</li> <li>2. <u>Recognize places where visions appeared (e.g., Lourdes, Guadalupe, Fatima).</u></li> <li>3. Identify major ethnic groups in the country(ies) where the target language is spoken.</li> <li>4. Compare and contrast demographic factors of one target language area with another or with those of the U.S.</li> </ol>

#### **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.

## 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., <u>saints</u>, 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.