

**2<sup>ND</sup> YEAR HIGH SCHOOL  
FOREIGN LANGUAGE CHECKLIST  
Goals 28 – 30  
Illinois Learning Standards A – E  
Performance Descriptors**

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**ORAL COMMUNICATION**

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- \_\_\_\_\_ Demonstrate understanding of main ideas and significant details on a variety of topics that are presented in the media (e.g., TV, radio, film, video) of the target culture.
- \_\_\_\_\_ Demonstrate comprehension of academic or cultural presentations (e.g., class lectures, plays, operas).
- \_\_\_\_\_ Demonstrate comprehension of professional or technical vocabulary commonly used at the entry level of the student's proposed career choice.
- \_\_\_\_\_ Demonstrate understanding of details in a technical presentation (e.g., how to use equipment or assemble a model).

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**INTERACT IN THE TARGET LANGUAGE**

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- \_\_\_\_\_ Discuss and defend a position on an issue using discourse strategies (e.g., circumlocution, paraphrase, restatement).
- \_\_\_\_\_ Communicate confidently in sustained discourse.
- \_\_\_\_\_ Apply techniques and skills used in other classes for various discussion forums (e.g., panels, critiques, interviews).
- \_\_\_\_\_ Use idioms, humor, and culturally authentic expressions (e.g., proverbs, jokes, interjections).
- \_\_\_\_\_ Converse using pronunciation that is understandable and acceptable to a native speaker unaccustomed to interacting with second language learners.

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**UNDERSTAND WRITTEN PASSAGES**

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- \_\_\_\_\_ Demonstrate comprehension of a wide range of vocabulary including that which addresses abstract concepts.
- \_\_\_\_\_ Demonstrate understanding of main ideas and significant details on a variety of topics presented in authentic literature of the culture.
- \_\_\_\_\_ Demonstrate comprehension of written texts needed in the work world (e.g., instruction manuals, textbooks).

- \_\_\_\_\_ Demonstrate understanding of cultural connotations of a wide range of words and phrases.
- \_\_\_\_\_ Discuss various layers of meaning in a written work (e.g., poem, short story).
- \_\_\_\_\_ Explain the similarities and differences (e.g., word origin, structure) between the target language and another language.
- \_\_\_\_\_ Compare the target language to English in terms of word origin and text structures.

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**USE THE TARGET LANGUAGE TO PRESENT INFORMATION, CONCEPTS AND IDEAS**

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- \_\_\_\_\_ Write a persuasive communication (e.g., letter, essay, e-mail, resumé) with supporting documentation.
- \_\_\_\_\_ Use research skills to write a paper in the target language using appropriate documentation.
- \_\_\_\_\_ Distinguish between formal and informal language through use of forms of address, vocabulary, and syntax appropriate to a range of social and work contexts.
- \_\_\_\_\_ Combine materials in oral impromptu presentations in paragraph-length and longer discourse.
- \_\_\_\_\_ Prepare and present an original piece (e.g., essay, story, poem) on a theme of choice.

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**MANNERS AND CUSTOMS**

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- \_\_\_\_\_ Analyze the interrelationship of cultural practices and the political, social, religious, and economic entities in the societies where the target language is spoken (e.g., school breaks, workers' vacations, cottage industries).
- \_\_\_\_\_ Identify specific cultural patterns and social behaviors from visual media of target language societies.
- \_\_\_\_\_ Identify the basis of social levels and distinctions in the target language societies and analyze the impact of them on social behaviors and work situations (e.g., regional accents and job opportunities, lineage vs. wealth, fame, education).
- \_\_\_\_\_ Analyze the ways in which the products (e.g., dwellings, dress, literary and artistic achievements) of the target language cultures reflect the values of those who live in selected target language societies.

## **MUSIC, DANCE, FOLK ART, VISUAL ART, DRAMA, AND ARCHITECTURE**

\_\_\_\_\_ Explain the cultural and historical significance of a characteristic art form from a country where the target language is spoken.

\_\_\_\_\_ Give an interpretive presentation that has been researched on a selected art form.

## **UNDERSTANDING LITERATURE**

\_\_\_\_\_ Analyze characteristics of an author's work with a presentation (e.g., report, debate, group discussion, panel, critique).

\_\_\_\_\_ Compare and analyze an author's works regarding theme, style, and perspective.

\_\_\_\_\_ Compare the influence of historical context on the form, style, and viewpoint of two or more literary works.

\_\_\_\_\_ Discuss types and styles of media communication in areas where the target language is spoken.

\_\_\_\_\_ Compare typical topics of media communication in selected areas where the target language is spoken.

## **HISTORY AND GEOGRAPHY**

\_\_\_\_\_ Analyze different perspectives on an historical event using a variety of media and technology tools.

\_\_\_\_\_ Analyze how settlement and colonization have affected the culture of country(ies) where the target language is spoken.

\_\_\_\_\_ Explain the contributions of immigrant groups to the culture of areas where the target language is spoken.

\_\_\_\_\_ Analyze how immigration, migration, and emigration have helped shape the current economic and environmental situation in an area where the target language is spoken.

## **KNOWLEDGE OF OTHER DISCIPLINES**

\_\_\_\_\_ Evaluate data gathered regarding factors affecting economic conditions in areas where the target language is spoken compared to those in the U.S.

\_\_\_\_\_ Analyze and evaluate the results of research projects using math skills.

\_\_\_\_\_ Present an analysis (e.g., report, survey of speakers of the language, role-play, debate, group discussion, editorial, panel) of current natural or social science issues from the perspective of speakers of the language.

\_\_\_\_\_ Analyze and contrast diet, nutrition, and physical fitness programs in areas where the target language is spoken with those of the U.S.

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**CAREER OPTIONS**

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\_\_\_\_\_ Analyze occupational information from target language sources for careers in a country where the language is spoken.

\_\_\_\_\_ Evaluate a career that requires proficiency in the target language.