

CONTENT STANDARD 5: Connections

Students will reinforce and expand their knowledge of other areas of study through the world language. (Interdisciplinary)

K-2	3-4	5-6	7-8	9-10	11-12
<p><i>Connecting with Other Disciplines</i></p> <p>5.K-2. On a primary map or globe, point to country/region where the target language is spoken.</p> <p>5.K-2. Identify eight colors using clothing of children and pictures.</p> <p>5.K-2. Classify selected objects by color, size and shape (e.g., small, red, triangle, etc.).</p> <p>5.K-2. Match animals with their food, homes, body parts, etc. (e.g., horse eats grass, bird lives in nest, elephant has trunk, etc.)</p> <p>5.K-2. Identify unique characteristics of self and others, such as name, age, address and telephone number.</p> <p>5.K-2. Count 0 – 31, match and identify numbers on timeline and calendar.</p> <p>5.K-2. Calculate/solve simple math problems using numbers 1 – 10.</p> <p>5.K-2. Name seven days of week in culturally correct order. Name 12 months of the year in order..</p> <p>5.K-2. Identify the four seasons, relating weather expressions to each one. Make connections between months, seasons and holidays.</p> <p>5.K-2. View authentic artifacts, works of art and illustrations in children’s literature drawn from the target culture and will use adjectives to describe what they see. (e.g., Teacher asks “What color is the llama?” _____ “brown”. “Is the flower pretty or ugly? _____”pretty”.)</p> <p>5.K-2. Identify geometric shapes in works of art and illustrations</p>	<p><i>Connecting with Other Disciplines</i></p> <p>5.3-4. Count to 100 by 1’s, 5’s, and 10’s.</p> <p>5.3-4. Count foreign currency and make simple (rounded off) conversions (e.g., 3 to 1 conversion).</p> <p>5.3-4. Tell time orally (hour and half hour).</p> <p>5.3-4. Use a thermometer to determine C° or F° scale (up to 100° F).</p> <p>5.3-4. Use a centimeter ruler to measure classroom objects and/or children in class. Explore some other measuring instruments (e.g., weigh children in kilos, measure volume, etc.)</p> <p>5.3-4. Classify foods according to colors, shapes and food groups (e.g., the orange is orange, round, fruit).</p> <p>5.3-4. Create an original work of art using shapes, sizes, and colors. Then, describe it in the target language to others. (e.g., The pine tree is a triangle. It is green.)</p> <p>5.3-4. Recognize and describe geographic features of the target country(s) (e.g., capital, big cities, rivers, mountains, oceans). Point out relative locations (e.g., the ocean is west of the capital, the equator is north, etc.)</p> <p>5.3-4. Recognize some famous figures whose native language is the target language. Make a collage to</p>	<p><i>Connecting with Other Disciplines</i></p> <p>5.5-6. Count and use numbers between 0 and 1000 to do the four operations (add, subtract, multiply and divide).</p> <p>5.5-6. Complete simple operations with fractions – half, quarter, third, eighth (e.g., $\frac{1}{4} * \frac{1}{4} = \frac{1}{2}$).</p> <p>5.5-6. Tell time orally and in writing (hour, half hour, quarter hour, minutes and military time).</p> <p>5.5-6. Count with ordinal numbers up to the “tenth one” using items from another domain (e.g., the fifth musician is Brahms, the second musician is Beethoven).</p> <p>5.5-6. Convert foreign currency of target countries, checking for accuracy with a calculator.</p> <p>5.5-6. Perform geometric functions in the target language (e.g., area, volume, etc.) and measure the distance between objects (e.g., in the solar system, between famous monuments, etc.)</p> <p>5.5-6. Convert or authentic recipe from metric measurement to standard and then make recipe for class.</p> <p>5.5-6. Create a classroom model, label it and describe with simple target language (e.g., solar system, a Roman villa, an outdoor market, an architectural landmark, etc.)</p> <p>5.5-6. Observe and record weather forecasts using authentic newspapers and/or video weather reports.</p> <p>5.5-6. Label and/or create several types of maps of target countries (e.g., political, topographical, linguistic, products, natural resources, ethnic groups etc.)</p>	<p><i>Connecting with Other Disciplines</i></p> <p>5.7-8. Tell time according to the 24-hour clock.</p> <p>5.7-8. Explore health, nutrition, and physical fitness issues of adolescents in the target culture.</p> <p>5.7-8. Use metric system to describe personal attributes/abilities (e.g., height, weight, athletic record, etc.).</p> <p><i>Connecting with Other Disciplines</i></p> <p>5.7-8. Use numbers to 1 million</p> <p>5.7-8. Observe and record weather forecasts.</p> <p>5.7-8. Connect professions with their qualifications (e.g., apprenticeships, higher education, degrees, skills and interests, etc.).</p> <p>5.7-8. Identify how music, art, and literature reflect the target culture.</p>	<p><i>Connecting with Other Disciplines</i></p> <p>5.9-10. Demonstrate ability to use large numbers in real life situations (e.g., buying a car, taking a trip, renting a house).</p> <p>5.9-10. Examine and describe unusual weather patterns (e.g., el Niño, le Mistral).</p> <p>5.9-10. Examine 20th century developments in the areas of arts, music, and literature in the target culture(s).</p> <p>5.9-10. Examine how target culture immigrants to the U.S. preserve their cultural traditions.</p> <p><i>Connecting with Other Disciplines</i></p> <p>5.9-10. Use authentic documents to compare costs of goods and services, wages/salaries, etc., in the home and target culture(s).</p> <p>5.9-10. Use a map to retrace the military campaigns/journeys of famous historical/regentary figures (e.g., Charlemagne, Columbus, Napoleon, Aeneas, Odysseus, etc.).</p> <p>5.9-10. Give examples of social, political and economic interdependence of the home and target culture(s).</p>	<p><i>Connecting with Other Disciplines</i></p> <p>5.11-12. Use authentic documents to compare costs of goods and services, wages/salaries, etc., in the home and target culture(s).</p> <p>5.11-12. Use a map to retrace the military campaigns/journeys of famous historical/regentary figures (e.g., Charlemagne, Columbus, Napoleon, Aeneas, Odysseus, etc.).</p> <p>5.11-12. Give examples of social, political and economic interdependence of the home and target culture(s).</p> <p><i>Connecting with Other Disciplines</i></p> <p>5.11-12. Compare/Classify information using technical vocabulary (e.g., take an advanced math class or a history course in the target language).</p> <p>5.11-12. Write a persuasive essay about a controversial issue.</p> <p>5.11-12. Discuss topics from other school subjects in the target language, including political and historical concepts, worldwide health issues, and environmental concerns.</p> <p>5.11-12. Use target language including appropriate figures of speech and literary devices to analyze literature and explore universal themes (e.g., death, love, war, etc.).</p> <p>5.11-12. Explore and analyze how people in the target culture(s) solve societal issues (e.g.</p>

<p>5.K-2.</p> <p>5.K-2.</p> <p>5.K-2.</p> <p>5.K-2.</p> <p>5.K-2.</p> <p>5.K-2.</p> <p>5.K-2.</p> <p>5.K-2.</p> <p>5.K-2.</p>	<p>from authentic children’s literature (e.g., square, triangle, circle, etc.).</p> <p>Match puzzle-type shapes and places of five or six regions or countries of target culture(s) on primary map of the world.</p> <p>Sing and dance to children’s music from target culture(s).</p> <p>Play authentic instruments of target culture(s) to explore music and rhythms.</p> <p>Dress in authentic or imitation clothing of target culture(s) in either fashion show, folkloric dance representation or dramatic program.</p> <p>Follow simple directions through total physical response for activities typical of a physical education class (e.g., jump, run in place, crab walk, etc.)</p> <p>Respond to folktales, fables and legends known to children of target culture(s).</p> <p>Identify select list of flowers, fruits and/or vegetables from target culture(s).</p> <p>Use five senses to observe environment (native and/or school setting) and will acquire simple vocabulary to describe what they are seeing, hearing, smelling, tasting and touching.</p>	<p>5.3-4.</p> <p>5.3-4.</p> <p>5.3-4.</p>	<p>include picture of person, origin, occupation and/or reason for being a celebrity.</p> <p>Explore and describe simple patterns found in music, nature, art and literature.</p> <p>Answer questions orally regarding concepts covered in content related or content based units. (e.g., the sloth lives in the canopy of the rainforest. Castles change(d) from fortresses to luxurious homes.</p> <p>Complete simple writing exercises in target language that cover main ideas of concepts covered in content related or content- based units. (e.g., The quetzal is a <u>bird</u>. “Hola” and “ola” are <u>homophones</u> (homo(oros).</p>	<p>5.5-6.</p> <p>5.5-6.</p> <p>5.5-6.</p> <p>5.5-6.</p> <p>5.5-6.</p> <p>5.5-6.</p> <p>5.5-6.</p> <p>5.5-6.</p>	<p>ethnic groups, etc.)</p> <p>Recognize contemporary music of the target language (e.g., Selena, Inti Illimani, Céline Dion, etc.)</p> <p>Recognize characteristics/ style of three to five famous artists/musicians and draw or paint a picture or make music/rhythm in this style (e.g., French Impressionists, Mexican Muralists, etc.)</p> <p>Use simple social studies vocabulary to identify historical concepts and events and/or make a time line (e.g., Rise and Fall of the Roman Empire, Slavery and the Underground Railroad in the Caribbean Island, etc.)</p> <p>Recognize the style of an author or poet from the target culture(s) and retell story/poem in own words with proper sequence, typing to imitate style/rhythm.</p> <p>Design an imaginary trip to a target country (maybe planned as a group). Include passports, suitcase with clothes and camera, money, tickets, etc. Itinerary may include meeting a famous person, seeing the sites, sample products of the country, etc.</p> <p>Participate in cultural market as buyer and seller of typical goods. (e.g., I need 2 kg. of rice. How much does it cost?)</p>			<p>solve societal issues (e.g., terrorism, welfare, unemployment, and health care).</p>
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