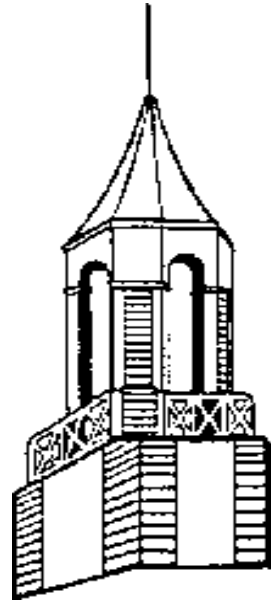


**FOREIGN LANGUAGE EDUCATION
COURSE OF STUDY
2006**



CHAGRIN FALLS EXEMPTED VILLAGE SCHOOLS
400 East Washington Street
Chagrin Falls, Ohio 44022

THE FOREIGN LANGUAGE EDUCATION COURSE OF STUDY

has been approved

by the

Chagrin Falls Board of Education

on

April 18, 2006

Resolution #06-036

ACKNOWLEDGEMENTS

The development of the Foreign Language Course of Study reflects the efforts of the Chagrin Falls' Schools teaching professionals and a parent. Developing and revising this Course of Study entailed a commitment of time and cooperation of all members. Our Course of Study review process entailed researching national and state standards, studying best practices in foreign language education, developing a scope and sequence of knowledge and skills required at each level, and writing and revising this Course of Study. The dedication of the members of this review team is deeply appreciated. Special thanks are given to the following:

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FOREIGN LANGUAGE EDUCATION TABLE OF CONTENTS

	<u>Page</u>
Chagrin Falls Exempted Village School District Philosophy	1
Chagrin Falls Exempted Village School District Goals	2
Organization of Foreign Language Education Course of Study	5
Foreign Language Education Philosophy	6
Foreign Language Education Academic Content Standards.....	7
Exploratory Level Grades 3-4.....	8
Introductory Level Grades 5-6.....	16
Level 1	28
Level 2	41
Level 3	48
Level 4	57
Level 5/Advanced Placement.....	68
Foreign Language Education Evaluation.....	78
Curriculum Study Cycle	79

PHILOSOPHY OF THE CHAGRIN FALLS EXEMPTED VILLAGE SCHOOLS

Education is a lifelong process. We, the Chagrin Falls Board of Education, as the elected body being legally responsible for the public school portion of that education, subscribe to the following philosophy:

We recognize an obligation to organize and administer the educational program in a manner compatible with a democratic society. We recognize that the unique responsibility of the schools is to pass along a fund of knowledge; and in order to meet this goal, to provide enriched conditions which foster academic excellence and individual growth. We recognize that all persons in our school community have rights and responsibilities that are inherent within that society. We believe that our school system should educate toward responsibility and responsiveness.

We recognize that students differ in their physical, intellectual, emotional, and social growth and in the way they develop these aspects. We believe that the school must play a primary role in the students' education and that educational goals grow out of the needs of individuals.

We believe that students bring together different abilities, talents, and backgrounds. Intellectual growth will flourish in an environment of trust, respect, and teamwork. The school should strive to heighten the students' appreciation of the cultural and individual diversity within the human family.

We believe that students need the freedom to question and should be encouraged to use independent, reflective, and critical thinking. They should have the opportunity to exercise independent judgment by making decisions about their education in addition to following standardized requirements.

We believe that students should understand their relationship to the community, the country, and to the world. Our schools should provide meaningful opportunities for students to become familiar with, and react to, a segment of society outside of their own community.

We believe the education received in Chagrin Falls should fit the students' needs for supporting themselves in the future by preparing for further academic study and vocational opportunities.

We believe objectives and procedures of all educational programs are dynamic rather than static and must change to meet new conditions in an ever-changing world. We should consider changes in the educational program because of their demonstrated worth.

CHAGRIN FALLS EXEMPTED VILLAGE SCHOOLS DISTRICT GOALS

The Chagrin Falls Board of Education is committed to quality education as its top priority. The mission of the Chagrin Falls Schools is to provide a comprehensive range of learning opportunities through which students, staff and community, in partnership, can develop each student's knowledge, confidence and responsibility leading to individual success and lifelong learning.

The Board defines a quality education as one that prepares the student to compete effectively in any chosen endeavor. Consideration will be given to the academic, social, cultural, physical, practical and emotional development of students in an integrated effort to equip them with a set of functional life skills.

The Chagrin Falls Board of Education will establish district goals, set policy, monitor progress, and prioritize its instructional, human, and financial resources to ensure accomplishment of its educational mission and defines the following goals:

- ◆ Establish standards for student achievement in the areas of:
 - ◆ Achievement relative to ability;
 - ◆ Identification and achievement of personal goals and feelings of positive self-worth in each student;
 - ◆ Development of an understanding of the world, its people and the student's role and responsibilities toward others;
 - ◆ Development of well-rounded individuals;
 - ◆ Development and implementation of marketing strategies to assure district competitiveness in the areas of college acceptance and other post-secondary options;
 - ◆ Academic and social behaviors that support student achievement;
 - ◆ Technology.

- ◆ Establish standards of teacher effectiveness in the areas of:
 - ◆ Professional and personal growth;
 - ◆ Development and implementation of stimulating lessons;
 - ◆ Development and use of articulate and correct language in all phases of student and employee communication;
 - ◆ Instruction encompassing higher-level thinking and problem-solving skills for all students;
 - ◆ Integration of curricula;
 - ◆ Identification of individual learning styles and adaptation of teaching methods in order to reach all students.

- ◆ Establish a plan and allocate sufficient resources to provide support services for the educational mission, including:
 - ◆ A safe environment;
 - ◆ An efficient transportation system;
 - ◆ Healthy and appetizing food service;
 - ◆ Professional development of classified employees;
 - ◆ Up-to-date instructional equipment and supplies;
 - ◆ Specialized services to meet individual student requirements.

- ◆ Establish a long-term facility plan to ensure:
 - ◆ Facilities that will enhance the educational program;
 - ◆ Maintenance and preservation of the community's investment in district facilities, grounds and equipment.

- ◆ Establish working relationships and communication networks within the community to ensure:
 - ◆ Identification of citizen, Board, parent, and student educational goals;
 - ◆ Commitment of citizens, Board, parents and students to ongoing support of the educational mission of the schools.

- ◆ Establish standards for administrator effectiveness in the areas of:
 - ◆ Fiscal management;
 - ◆ Personnel recruitment and development;
 - ◆ Policy development;
 - ◆ Curriculum development and coordination;
 - ◆ Implementation of district goals;
 - ◆ Appropriate educational offerings for all students;
 - ◆ Effective communications with all sectors of the school community.

ORGANIZATION OF THE FOREIGN LANGUAGE COURSE OF STUDY

The Foreign Language Course of Study is divided into Levels. Each of the Levels is organized into Benchmarks, Indicators, Reference Code, Clarifications, and Resources/Suggestions.

The **Benchmarks** column is the big idea or major concept that students should understand. The **Indicators** delineate the understandings students need to build the major concept (Benchmark). The majority of the Benchmarks and Indicators in the Foreign Language Course of Study come from the Ohio Academic Content Standards for Foreign Language (2003). Leading Ohio foreign language educators developed the Ohio standards to guide curriculum expectations.

The Benchmarks and Indicators that come from the Ohio Standards are noted with symbols in the Reference (**REF.**) column. The first line of upper case letters refers to the content standard (e.g. COM = Communicate in languages other than English). On the next line, the upper case letter represents the Benchmark as it is organized in the state document. The first number on the next line is the grade level at which the indicator appears in the Ohio document. The second number is the state Indicator, as it is organized within the state Benchmark. The Indicators that do not have references are those originated by the Chagrin Falls staff members that incorporate valuable understandings not included in the Ohio Standards.

The Indicators marked with an **asterisk (*)** are ones that lend themselves well to differentiation. These Indicators lend themselves well to student choice, creativity, and deeper and more complex understandings. Even though only some of the Indicators have an *, the teacher may develop varied levels of content, activities and modes of student production with any Indicator, as student needs dictate.

The **Clarifications** column provides information related to its adjoining Indicator. The information generally serves one of these purposes: (1) defines terms or concepts, (2) sets parameters for teaching broadly described concepts, (3) explains what students will do when they understand a particular concept, or (4) describes background knowledge needed to understand the concept. The members of the Foreign Language Curriculum Committee developed the contents of the Clarification column.

The contents of the **Resources/Suggestions** column, also developed by Committee members, provide ideas for teaching the related Indicator. Ideas may include: guest speaker, textbook pages, web site addresses, project ideas, and student activities. These are suggestions only. The teacher enacting the curriculum with students must decide what resources to use with his/her students.

Important Notations: Many ideas in the Clarifications and Resources/Suggestions column are applicable to several languages. When a language-specific idea is provided, the name of the language appears first, followed by a colon (i.e. “Spanish:”). Specific notation is made in both the Exploratory and Introductory Levels when students are to communicate in the target language. The symbol “TL” follows those Clarifications in which the students must use the target language to demonstrate mastery of an Indicator.

PHILOSOPHY OF THE FOREIGN LANGUAGE EDUCATION COURSE OF STUDY

Students graduating from the Chagrin Falls School District will be prepared to live in a global community by being proficient in at least one world language in addition to English, which is essential to a world-class education. The Chagrin Falls School District is committed to empowering students by offering a standards-based world language curriculum beginning in kindergarten and continuing through the twelfth grade to provide students with the opportunity to achieve a high-level of proficiency.

FOREIGN LANGUAGE EDUCATION ACADEMIC CONTENT STANDARDS¹

Communication: Communicate in languages other than English standard (COM)

Students initiate and sustain spoken, written or signed communication by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways in the target language. Students comprehend the main ideas and significant details in a variety of age-appropriate live, written or recorded messages in the target language. Students understand and interpret authentic texts ranging from children’s literature to classical literary texts to articles in contemporary magazines, newspapers and Internet sources. Students present information and ideas on familiar topics to general audiences or readers.

Cultures: Gain knowledge and understanding of other cultures standard (CUL)

Students demonstrate an understanding of insights gained into another culture through the examination of its practices (behaviors), products (tangibles such as monuments, food and literature, and intangibles such as laws and music) and perspectives (attitudes, values, ideas, world views).

Connections: Connect with other disciplines and acquire information standard (CON)

Students reinforce and expand their knowledge across disciplines through the target language. Students acquire information and viewpoints that are directly accessible only through the target language and its cultures.

Comparisons: Develop insight into the nature of language and culture standard (PAR)

Students enhance their understanding of the nature of language by comparing the target language and English (linguistic comparisons). Students enhance their understanding of the concept of culture by comparing their own culture with another culture, including the relationship between accepted practices, products and perspectives (cultural comparisons).

Communities: Participate in multilingual communities and cultures at home and around the world standard (MUN)

Students use the language both within and beyond the school setting. Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment. Students use the language, knowledge of cultural influences and skills acquired in the classroom to interpret events of the modern world from multiple perspectives and to increase career options.

¹ Academic Content Standards K-12 Foreign Language, Center for Curriculum and Assessment, Office of Curriculum and Instruction, Ohio Department of Education (2003)

**FOREIGN LANGUAGE
EXPLORATORY LEVEL (3 - 4)**

FOREIGN LANGUAGE EXPLORATORY LEVEL (3 - 4)

OHIO BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS
Ask and answer questions and share preferences on familiar topics.	1. Answer simple questions about personal information and other familiar topics (e.g., name, age, favorite color, birthday month, day of the week, weather).	COM A K.1	Students respond to questions about their name, age, date, and weather. (TL)	French: Interactive teacher-created date/weather board Spanish: <i>Professor Parrot</i> video; <i>Teach Them Spanish: Grades K-5</i> , by Winnie Waltzer-Hackett; <i>A Bit of Everything: Un Poco De Todo</i> , by Liza Sernett
"	2. Ask and tell how they are (e.g., How are you? I'm okay.).	COM A 1.2	Students say how they are feeling using cues from teacher. (TL)	Spanish: teacher-created dialogues
Exchange personal information.	3. Exchange greetings.	COM B K.3	<u>French</u> : Students exchange basic greetings in TL. <u>Spanish</u> : Students practice greetings and introductions in puppet shows and dialogues. (TL)	Spanish: teacher-created dialogues
Request clarification.	4. Respond to questions seeking clarification (e.g., Do you want red or blue? Do you understand? What is this?).	COM C K.4	Students respond to questions from teacher seeking identification of colors, numbers or classroom objects. (TL)	French: Poster Pals, les Couleurs et les nombres; <i>Les Zoomies et les couleurs</i> ; <i>Petit-Bleu et Petit-Jaune</i> by Leo Leonni Spanish: number and color posters
Give and follow a short sequence of instructions.	5. Repeat and follow a simple sequence of instructions (e.g., Take out a sheet of paper and write your name. Touch your nose and jump three times.).	COM D 1.5	Students follow a sequence of instructions in the TL. Students play Simon Says, responding to teacher's commands then giving commands to peers in TL.	Spanish: <i>Exploring Spanish</i> , by Sheeran and McCarthy

Key to Reference Column:

Line 1: (Standard) COM = Communicate in languages other than English

CON = Connect with other disciplines and acquire information

MUN = Participate in multilingual communities and cultures at home and around the world

Line 2: Ohio Benchmark Within Standard

Line 3: Grade Level . Indicator Number

Key to Other Abbreviations: TL – Target Language

E – English

TPR – Total Physical Response

CUL = Gain knowledge and understanding of other cultures

PAR = Develop insight into the nature of language and culture

FOREIGN LANGUAGE EXPLORATORY LEVEL (3 - 4)

OHIO BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS
Decode words, phrases and sentences using knowledge of letter/symbol-sound correspondences and contextual cues.	6. Understand new words from the use of pictures within a text.	COM G K.9	Students recognize new words from contextual clues when reading or listening to the teacher read books in the TL.	French: <i>Ours brun; Les Zoomies et les nombre; L'Alphabet; Petit-Bleu et Petit-Jaune</i> , by Leo Leonni Spanish: <i>Primeros números</i> , by Jo Litchfield and Felicity Brooks; classroom transparency and teacher-created story; <i>Los Zoomies y los colores</i> , by Kiki Kaye; <i>Oso Pardo, oso paro, ¿ qué ves ahí?</i> by Bill Martin Jr.
Decode words, phrases and sentences using knowledge of letter/symbol-sound correspondences and contextual cues. (cont.)	7. Identify and say alphabet and sound-symbol correspondence (e.g., "b" as in "bateau," "n" as in HET).	COM G 1.9	Students say the alphabet in TL. Students use alphabet to spell words in the TL (for example playing hangman). <u>Spanish</u> : students are introduced to phonetics, especially those sounds differing from English.	Spanish: <i>Sing, Dance, Laugh and Eat Tacos 2 CD</i> by Barbara MacArthur; <i>El alfabeto</i> by Gladys Rosa-Mendoza
Dramatize songs, short stories, poetry or activities.	*8. Dramatize songs, poetry, short personal stories or dialogues.	COM I 3.10	Students will sing songs and perform dialogues using greetings and self-introduction vocabulary. Students also use puppets to perform the skits. (TL)	French: <i>Les Comptines Bleues</i> tape/CD Spanish: <i>De Colores CD</i> (José-Luis Orozco) and teacher-created dialogues
Present information orally, signed or in writing.	*9. Label familiar objects or people (e.g., school supplies, family members, geometric shapes) and share with others.	COM K 2.15	<u>French</u> : Students label classroom objects. Given a map of France, students label the neighboring countries and surrounding bodies of water in TL. <u>Spanish</u> : Students label classroom objects and school supplies, colors and shapes. (TL)	French: use the globe and the French pull-down map

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FOREIGN LANGUAGE EXPLORATORY LEVEL (3 - 4)

OHIO BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS
Observe, identify and describe simple patterns of behavior of the target culture.	10. Name important traditions, holidays or events.	CUL A 1.1	<u>French</u> : Students name main traditions of: Christmas, Toussaint, St. Nicolas, Three Kings Day and Mardi Gras. (E) <u>Spanish</u> : Students identify important traditions of Day of the Dead, Christmas, Posadas, Three Kings Day, and Cinco de Mayo. (E)	French: <i>Christmas in France</i> book by Kristin Thoennes Spanish: <i>Celebrating Cinco de Mayo: Fiesta Time</i> by Sandi Hill; <i>Cinco de Mayo</i> by Colón Garcia; <i>Day of the Dead</i> by Tony Johnston; <i>The Night of Las Posadas</i> by Tomie DePaola; Spanish Christmas
"	*11. Tell about typical daily activities of target language peers (e.g., school, home).	CUL A 3.1	Students compare and contrast their school day with that of children in the target language country. (E)	French: <i>First Book of France</i> , by Louisa Somerville; teacher-created handouts
"	12. Identify some common beliefs and attitudes within the target culture (e.g., social etiquette, roles of individual family members).	CUL A 4.2	Students identify target culture attitudes related to eating habits, etiquette in dealing with adults, after school activities, and family celebrations. (TL/E)	
Identify and imitate gestures and oral expressions to participate in age-appropriate cultural activities.	*13. Describe and use appropriate patterns of behavior (e.g., greetings or gestures used with friends and family) of the target culture.	CUL B 3.2	Students demonstrate culturally appropriate use of gestures and form of address (tu/vous, tú/usted) during skits. (TL)	French: <i>Les plus belles comptines des petits lascars</i> CD
"	*14. Sing/sign songs, play games and celebrate events from the target culture.	CUL B 3.3	<u>French/Spanish</u> : Students sing TL songs, play games from target cultures, and celebrate holidays such as: Mardi Gras and Cinco de Mayo.	French: <i>Les plus belles comptines des petits lascars</i> CD Spanish: <i>Hola Amigos</i> video (vol 1) (Monterey Home Video); <i>Spanish Piggyback Songs</i> by Sonya Kranwinkel

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FOREIGN LANGUAGE EXPLORATORY LEVEL (3 - 4)

OHIO BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS
Observe, identify, describe and reproduce objects, images and symbols of the target culture.	*15. Identify and describe characteristics of products and symbols of the target culture (e.g., kinds of food, styles of clothing, types of dwellings, modes of transportation, types of monuments, colors of flags).	CUL C 3.5	<u>French</u> : During geography unit, students identify and describe the colors of the French flag, important French monuments and national bird. (E) <u>Spanish</u> : Students examine and discuss the significance of Mexican realia and Guatemalan worry dolls. (E)	Spanish: <i>Trouble Dolls</i> , by Suzanne Simons French symbols
"	*16. Discuss and reproduce a product from the target culture (e.g., flags, foods, monuments).	CUL C 3.6	<u>French</u> : Students reproduce the French flag and draw pictures of various French monuments. Students also prepare French food. <u>Spanish</u> : Students reproduce the Mexican flag and draw pictures of objects from a typical Cinco de Mayo celebration. Students make their own worry dolls.	French symbols
Describe concepts and use skills from across disciplines.	17. Use numbers to count (1-31) add (1-9) and tell the date.	CON A K.1	Students use numbers 1- 30 (French) and 1-20 (Spanish) to count and tell the date. (TL)	French: Poster Pals, Les couleurs et les nombres. Spanish: <i>Spanish Fun</i> , by Catherine Bruzzone and Lone Morton; <i>Spanish: Elementary, Level 1</i> , by Rose Thomas; <i>Los números</i> , by Gladys Rosa-Mendoza; Spanish numbers

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FOREIGN LANGUAGE EXPLORATORY LEVEL (3 - 4)

OHIO BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS
Describe concepts and use skills from across disciplines. (cont.)	18. Describe the weather and seasons.	CON A K.2	<u>French</u> : Students describe the weather (grades 3 & 4) and the seasons (grade 4). (TL)	French: Weather chart and seasons posters
"	19. Sort objects according to attributes (e.g., color, shape, length, size).	CON A K.3	<u>Spanish</u> : Students sort objects by color and shape. (TL)	Spanish: <i>Los colores y las figures</i> , by Gladys Rosa-Mendoza
"	20. Identify units of time (e.g., days of the week, months).	CON A K.4	Students identify days of the week in TL.	French: Poster Pals, le calendrier Spanish: <i>Bilingual Mini-Books</i> by Helen Moore and Jaime Lucero
"	21. Identify and use appropriate terms of measurement, currency and time (e.g., measure clothing in centimeters, count target culture money, tell time).	CON A 2.1	Students discuss currency used in target language culture.	
"	22. Name and locate on a map the country/ countries where the target language is used.	CON A 3.2	Students locate on map, countries where target language is spoken.	Map of France
"	*23. Play an instrument or produce an art/craft of the target culture.	CON A 3.3	Students make Mardi Gras masks and Guatemalan worry dolls.	French, Mardi Gras
"	*24. Read and interpret pictographs, bar graphs, line graphs, tables or timelines.	CON A 4.4	<u>French</u> : Students use bar graphs to represent favorite color.	
Identify viewpoints of the target culture through authentic sources and expressive products.	25. Watch a video segment or demonstration of a target culture practice (e.g., celebration, food preparation) and name the key steps or elements involved using visual cues and verbal prompts.	CON B 2.6	<u>Spanish</u> : Students watch and discuss videos showing celebrations of las Posadas, Christmas, and Day of the Dead. (E)	Spanish: <i>Trav's Travels: Mexico</i> video (IVN Entertainment); <i>Holiday Facts</i> video
"	*26. Create replicas of cultural objects (e.g., origami, piñata, Mardi Gras masks, Christmas shoe, bulla).	CON B 3.6	Students make Mardi Gras masks and Guatemalan worry dolls.	

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FOREIGN LANGUAGE EXPLORATORY LEVEL (3 - 4)

OHIO BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS
Identify and describe linguistic structures and writing systems of the target language and English.	27. Distinguish between sounds of the target language and English.	PAR A K.1	Apply daily in class.	
"	28. Imitate sounds of the target language.	PAR A K.2	Apply daily in class.	
"	29. Compare sound-symbol combinations of English and the target language (e.g., French "eau;" Latin "qu;" Japanese "i" sounds like English "ee").	PAR A 3.1	Students recognize and practice sound-symbol combinations with high frequency words. (TL)	
Recognize that linguistic structures carry meaning and vary across languages.	30. Identify cognates, word elements (e.g., prefixes, suffixes, word roots, radicals) and/or borrowed words (e.g., Me gusta el chocolate; J'aime danser; hanbaagaa; tofu; aus-, be-, vers-, wider - + sprechen; -ion suffix for feminine words).	PAR B 3.2	Students identify and give examples of cognates.	
Identify and describe patterns of behavior in various cultural settings.	*31. Identify and compare behavior patterns of the target culture and students' own culture (e.g., clothing, school routines, family rituals).	PAR C 3.5	Students compare holiday celebrations of their own and target cultures. (E)	French: <i>First Book of France</i> , by Louisa Somerville
Identify and describe products of the target culture and students' own culture.	32. Identify and describe symbols of the target culture and students' own culture (e.g., traffic signs, monuments or famous buildings, bathroom signs).	PAR D 1.4	French: Students identify important French monuments and symbols (Eiffel Tower, Rooster, flag). (TL/E)	French: Symbols
"	33. Identify similarities and differences between basic products of students' own culture and the target culture (e.g., food, shelter, transportation).	PAR D 3.6	Students identify and sample typical foods from the target culture.	French: end of semester celebration (grade 3) – Mardi Gras (grade 4) Spanish: Day of the Dead celebration

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FOREIGN LANGUAGE EXPLORATORY LEVEL (3 - 4)

OHIO BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS
Perform for a school or community event.	*34. Perform songs, poetry, stories, skits or plays for classroom, school or community events.	MUN B 4.3	<u>French</u> : Students participate in school wide French event: Francofest. (TL) <u>Spanish</u> : Students sing Christmas carols for their peers. (TL)	Spanish: <i>Share the Music</i> CD series (McGraw Hill: grade 4, vol. 7; grade 5, vols. 7 and 8; grade 6, vol. 8); <i>Canten Navidad</i> cassette (Barbara MacArthur)
Use various products and media from the target culture and language for personal enjoyment.	*35. Listen and respond (e.g., sing, draw a picture, indicate favorites, identify keywords) to songs, stories and instrumental music of the target culture from a variety of sources (e.g., audio tapes, videos, guest speakers, older students).	MUN D K.4	Students listen to authentic stories and songs in the target language.	French: Act out the songs they sing – <i>Les comptines bleus</i> CD Spanish: <i>De Colores</i> CD (José-Luis Orozco)
"	36. Apply rules of etiquette while participating in a celebration or practice (e.g., using chopsticks, birthday party) of the target culture.	MUN D 1.4	Apply during celebrations.	
Attend, participate in or view target culture events and share with others.	*37. Explore target cultures through various avenues (e.g., cuisine, sports, theater, dance, art) and describe to others.	MUN E 3.5	Students participate in celebrations such as Francofest, Mardi Gras, Cinco de Mayo, and end of semester class parties.	

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**FOREIGN LANGUAGE
INTRODUCTORY LEVEL (5 – 6)**

FOREIGN LANGUAGE INTRODUCTORY LEVEL (5 – 6)

OHIO BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS
Engage in oral, written or signed conversation on familiar topics.	1. Carry on simple conversations about familiar topics (e.g., family, food, school).	COM A 5.1	<p>Skits, role play and dialogues using common phrases and vocabulary</p> <p><u>French</u>: Students use greetings and self-introduction vocabulary, inquire about family members, express likes and dislikes, shop for school supplies, and describe clothing. (TL)</p> <p><u>Spanish</u>: Students use phrases of greetings and self- introduction; ask and answer questions about self, personal data, appearance, and family members; inquire about day, date and time; perform dialogues using clothing and body part vocabulary. (TL)</p>	<p>French: <i>Exploring French</i>, Second Ed. Rev., Sheeran and McCarthy, pp 1-7 (greetings and self-introduction vocabulary); pp 45-49 (family members); pp 8-15 (shop for school supplies); pp 79-85 and 91 (clothing)</p> <p>Spanish: Professor Parrot video; <i>Teach Them Spanish: Grades K-5</i> by Winnie Waltzer-Hackett; <i>A Bit of Everything: Un Poco De Todo</i> by Liza Sernett; <i>De Colores</i> CD (José-Luis Orozco); <i>Sing, Dance, Laugh and Eat Tacos 2</i> CD by Barbara MacArthur; <i>El Cuerpo</i> by Gladys Rosa-Mendoza; <i>Spanish Piggyback Songs</i> by Sonya Kranwinkel; <i>Spanish Teacher's Book of Lists</i> by George Giannetti; <i>Spanish: Elementary, Levels 1 and 2</i> by Rose Thomas; <i>Spanish: Middle/High School, Level 1</i> by Rose Thomas; <i>Exploring Spanish</i>, Sheeran and McCarthy</p>
"	2. Exchange written communication (e.g., e-mail, e-pals, phone pals, notes, letters).	COM A 5.2	<p>Communicate in target language.</p> <p><u>Spanish</u>: Students correspond with sponsored child in Guatemala. (TL/E)</p> <p>Students make a holiday card. (TL)</p>	<p>Spanish sponsored child</p>

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E – English

TPR – Total Physical Response

CUL = Gain knowledge and understanding of other cultures

PAR = Develop insight into the nature of language and culture

FOREIGN LANGUAGE INTRODUCTORY LEVEL (5 – 6)

OHIO BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS
Express personal preferences and feelings, and support opinions.	3. Exchange opinions about familiar topics in written, oral or signed form (e.g., favorite pet, homework).	COM B 6.2	Likes and dislikes (for example, food) <u>French</u> : Students express likes and dislikes about foods, hobbies, seasons. (TL) Students inquire about well being. (TL) <u>Spanish</u> : Students express likes and dislikes about sports and hobbies by asking and answering questions using gustar and the infinitive (TL) Students inquire about well being. (TL) Students ask and answer questions about favorite colors and numbers. (TL)	French: <i>Exploring French</i> , Sheeran and McCarthy, pp 52-62 (food); pp 119-123 (hobbies); pp 97-101 (seasons) Spanish: <i>Aprendo Español</i> , Book 1, grades. 4-6 by George Giannetti; <i>¡Buen Viaje!</i> by Jo Anne Wilson and Jacqueline Moase-Burke; <i>Exploring Spanish</i> , Sheeran and McCarthy, pp 123-131
Request and provide clarification.	4. Ask and answer questions to clarify information (e.g., videos, conversations).	COM C 5.4	Classroom directions	Spanish: <i>Spanish Middle School Lessons</i> by George Giannetti; <i>Exploring Spanish</i> , Sheeran and McCarthy, pp 16-19
"	*5. Clarify meaning through logical sequencing (e.g., First, he opened the door. Then, he came in. Finally, he spoke.).	COM C 6.3	Chronological events in storytelling <u>French</u> : Students retell stories learned in class. (TL) <u>Spanish</u> : Students will make, read and retell stories from mini-books. (TL)	French: St Aubert's story packet from ODE or teacher-created stories Spanish: <i>Bilingual Mini-Books</i> by Helen Moore and Jaime Lucero; <i>Spanish-English Little Books</i> by Jeri Carroll and Kathy Dunlavy
Give and follow multi-step directions.	6. Give and follow a short sequence of oral, signed and/or written requests.	COM D 6.4	Follow oral classroom instructions, written directions on quizzes and tests, and play Simon Says. (French and Spanish) TL <u>Spanish</u> : Students follow commands to draw monsters with various body parts. (TL)	French: <i>Exploring French</i> , Sheeran and McCarthy, pp 16-19 (classroom instructions), pp 70-73 (Simon Says) Spanish: <i>Spanish Crossword Masters</i> , Judy Iacofano, ed.; <i>Spanish Puzzlers, Books 1 and 2</i> by Elizabeth Ramsay-Verzariu; <i>Exploring Spanish</i> , Sheeran and McCarthy, pp 16-19, 71-79

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FOREIGN LANGUAGE INTRODUCTORY LEVEL (5 – 6)

OHIO BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS
Use culturally appropriate language and gestures in a variety of social settings.	*7. Demonstrate understanding of cultural topics through role play (e.g., family dynamics, historical events, shopping).	COM E 5.6	Skits and dialogues <u>French</u> : Students pretend to shop for school supplies from a bookstore in France. (TL) <u>Spanish</u> : Students role-play correct use of manners vocabulary. (TL)	French: <i>Ici on parle français –French for Beginners; Exploring French</i> , Sheeran and McCarthy, pp 8-15 (supplies) Spanish: <i>Exploring Spanish</i> , Sheeran and McCarthy, pp 1-7
"	8. Use culturally appropriate gestures in everyday social situations (e.g., greetings, farewells, introductions).	COM E 6.5	Students use handshakes and kissing in greetings.	
Follow multi-step directions.	9. Follow directions for activities (e.g., games, arts and crafts).	COM F 5.7	Students follow directions given in target language	French: <i>Exploring French</i> , Sheeran and McCarthy, pp 16-19 Spanish: <i>Exploring Spanish</i> , Sheeran and McCarthy, pp 11-16-19
Derive meaning using aural, visual and contextual clues.	10. Recognize and explain common idiomatic expressions (e.g., Hace frío. / It makes cold. - It's cold; J'ai faim./I have hunger. - I'm hungry.; Quid agis?/What are you doing? - How are you?).	COM G 5.8	Students will use idiomatic expressions in skits. (TL)	Spanish: <i>Exploring Spanish</i> , Sheeran and McCarthy, p 57
"	11. Interpret culturally appropriate verbal and nonverbal communication (e.g., interjections, gestures, proximity).	COM G 6.7	<u>French</u> : Students comprehend expressions Allez! and Voilà! <u>Spanish</u> : Students interpret expressions such as ¡Qué bien! And ¡Felicidades!	
Identify a speaker's or author's purpose and discuss the main idea, characters and supporting details in a	12. Identify the purpose, main idea, characters, setting and important events in age-appropriate media (e.g., print, visual, audio).	COM H 5.10	Teacher created stories and children's videos in TL. <u>French</u> : Students identify main ideas in Teddy's and St. Aubert's stories. (TL)	French: <i>La Grosse Patate , Le Gros Ours affamé</i>

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FOREIGN LANGUAGE INTRODUCTORY LEVEL (5 – 6)

OHIO BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS
variety of media.				
Narrate an event, a personal experience or an original story.	*13. Write or tell about an event or personal experience (e.g., class trip, getting a new pet).	COM I 5.11	Directed activity using structured vocabulary <u>French</u> : Students create and present stories modeled after those learned in class. (TL)	Teacher-created stories
Present original work and cultural material.	*14. Create a simple presentation (e.g., historical skit, song, rap, diorama, report) for a variety of audiences.	COM J 5.12	Fashion show: Students create catalogs, posters, videos or perform live modeling of fashion. (TL)	French: <i>Ici on parle français – French for Beginners; Exploring French</i> , Sheeran and McCarthy, pp 79-85 and 91 Spanish: <i>Exploring Spanish</i> , Sheeran and McCarthy, pp 81-86
"	*15. Create and present student-generated works (e.g., skits, songs, poems, stories, reports).	COM J 6.10	Country reports on places where target language is spoken. <u>French</u> : Students write and present reports about French regions and well-known personalities. (E)	French: <i>Exploring French</i> , Sheeran and McCarthy, pp 63-68; 92-96; 114-118; website cited on p 6 (French Regions) Spanish: <i>Exploring Spanish</i> , Sheeran and McCarthy, pp 28-37
Apply age-appropriate writing process strategies to publish a document for a range of audiences.	*16. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing).	COM K 5.14 6.11	Write descriptions of self, family or clothing. <u>French</u> : Students write descriptions of partner's clothing for fashion show. Students write family descriptions. (TL) Students write a paragraph of self-introduction. (TL) Students revise and correct drafts and help classmates with their revisions <u>Spanish</u> : Students write 1-2 paragraph essays about themselves and their families. (TL) Students create figures from magazine photos and describe their clothing. (TL)	French: <i>Exploring French</i> , Sheeran and McCarthy, pp 45-50; 79-85 Spanish: <i>Exploring Spanish</i> , Sheeran and McCarthy, pp 46-51

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OHIO BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS
Investigate, discuss and report on practices and perspectives of the target culture.	17. Identify and report on selected practices of the target culture (e.g., table manners, gestures, personal distance, holiday celebrations).	CUL A 5.1	Students identify cultural practices as related to holiday celebrations and food presentation. Students become familiar with notions of time including the use of military time in France and Spain. (E) <u>French</u> : Students explore presidential voting system in France. (E)	Spanish: <i>Discovering Mexico</i> by Dianna Sullivan; <i>Discovering Spain</i> by Dianna Sullivan; <i>Exploring Spanish</i> , Sheeran and McCarthy, pp 57---63, 87-92
"	18. Discuss social conventions of the target culture (e.g., shopping, after- school activities, family, friendships).	CUL A 6.1	School schedules, birthday celebrations, mealtimes, typical day of a child in target country. (E)	French: <i>Families of France</i> video; <i>First Book of France</i> , Louisa Somerville Spanish: <i>Exploring Spanish</i> , Sheeran and McCarthy, pp 57-63, 87-92
"	19. Discuss appropriate ways to interact with individuals from the target language culture (e.g., cheek kissing, personal space).	CUL A 6.2	Demonstrate in skits and role-plays.	
Participate in and discuss age-appropriate cultural practices.	20. Perform age-appropriate songs, games, dances and plays.	CUL B 5.2	Students perform songs in class and for celebrations (French: Francofest and <u>French and Spanish</u> : Christmas carols). Students play games in the target language such as hangman and bingo. (TL)	French songs/comptines French: Charlotte Diamond French CD: <i>Qu'il y ait toujours du soleil</i>
"	21. Role-play appropriate ways to interact with individuals from the target culture (e.g., attracting the attention of a deaf person, removing shoes in a house).	CUL B 5.3	Addressing adults and peers.	French: <i>Exploring French</i> , Sheeran and McCarthy, pp 1-6

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FOREIGN LANGUAGE INTRODUCTORY LEVEL (5 – 6)

OHIO BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS
Participate in and discuss age-appropriate cultural practices. (cont.)	22. Investigate and simulate holidays observed by the target culture (e.g., Day of the Dead, Chinese New Year, Lupercalia).	CUL B 6.3	<u>French</u> : Students celebrate Mardi Gras, St. Nicolas and Three Kings Day. (TL/E) <u>Spanish</u> : Students celebrate the Day of the Dead, Posadas and Christmas, Night of the Radishes, Feast of Our Lady of Guadalupe, Three Kings Day, and Cinco de Mayo. (TL/E)	French: French, Mardi Gras ; French: Christmas Christmas in France Spanish festivals Spanish Christmas Spanish: Three Kings' Day <i>Piñatas and Smiling Skeletons: Celebrating Mexican Festivals</i> by Zoe Harris and Suzanne Williams; <i>Festivals of the World: Mexico</i> by Elizabeth Berg
Investigate, discuss and report on products and perspectives of the target culture.	*23. Discuss the use of products of the target culture (e.g., music, clothing, food, transportation).	CUL C 5.4	<u>French</u> : Students prepare French food and do reports on French monuments. (E) <u>Spanish</u> : Students listen to traditional Mexican and Spanish music, identifying traditional costumes and instruments such as maracas, castanets, Spanish guitar and marimba. Students prepare and report on Spanish and Latin American foods. (E)	French monuments Spanish: <i>Share the Music</i> CD series (McGraw Hill: grade 4, vol. 7; grade 5, vols. 7 and 8; grade 6, vol. 8); <i>Canten Navidad</i> cassette (Barbara MacArthur); <i>Las Navidades</i> cassette (Lulu Delacre); <i>Exploring Spanish</i> , Sheeran and McCarthy, pp 57-63, 93-97
Identify significant contributions and historical figures from the target culture.	*24. Identify and describe well-known contributions of the target culture (e.g., art, music, clothing, food, legends).	CUL D 5.5	<u>French</u> : Students describe contributions of French scientists, musicians, and artists such as Pasteur, Monet, Debussy. (E) <u>Spanish</u> : Students describe contributions of Spanish and Hispanic figures such as José Guadalupe Posada and Miguel de Cervantes. (E)	French: <i>Exploring French</i> , Sheeran and McCarthy, pp 63-69, 92-96, 114-118 Spanish: <i>Exploring Spanish</i> , Sheeran and McCarthy, pp 115-122

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FOREIGN LANGUAGE INTRODUCTORY LEVEL (5 – 6)

OHIO BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS
Investigate and report on concepts from across disciplines.	*25. Gather, organize and present information (e.g., historical, geographical) on selected target language countries or communities.	CON A 5.1	<u>French</u> : Students research and report on French regions. (TL) <u>Spanish</u> : Students collect and present information on Guatemala (sponsored child program) to school community through announcements, posters, and handouts. (E)	French Regions
"	26. Create, label and describe a map (e.g., physical, political, economic) of selected target language countries or communities.	CON A 5.2	<u>French</u> : Students create maps to accompany French regions reports.	French Regions
"	27. Identify locations using map skills (e.g., longitude, latitude).	CIN A 6.2	Students describe location of country/city using cardinal directions (TL).	French: <i>Exploring French</i> , Sheeran and McCarthy, pp 27-30 Spanish: <i>Exploring Spanish</i> , Sheeran and McCarthy, pp 28-37
"	28. Identify similarities and differences in the styles of artists from various world cultures.	CON A 6.4	<u>French</u> : Students identify the style of specific French painters and musicians (E) <u>Spanish</u> : Students identify specific artists (José Guadalupe Posada, Picasso) and typical crafts and handiwork (papel picado, god's eyes, paper flowers, radish bouquets, skeleton artwork.) (E)	French: <i>Exploring French</i> , Sheeran and McCarthy, pp 63-69, 92-96 Spanish: <i>Exploring Spanish</i> , Sheeran and McCarthy, pp 64-70
Obtain information and discuss viewpoints from the target culture using authentic sources, and apply understandings to concepts from across disciplines	29. Research and report on global issues (e.g., population growth, food availability, use of natural and consumer resources) from the viewpoint of the target culture.	CON B 6.5	<u>Spanish</u> : Students research issues of poverty in Guatemala. (E)	

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FOREIGN LANGUAGE INTRODUCTORY LEVEL (5 – 6)

OHIO BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS
Identify and discuss linguistic structures of the target language and English.	30. Identify connections between English and the target language (e.g., borrowed words and cognates such as le weekend, patio, veto).	PAR A 5.1	Students recognize borrowed words, cognates and false cognates, and identify language families. Students identify and list French and Spanish phrases and expressions used in English.	French: done throughout various units Spanish: <i>Discovering Languages: Spanish</i> by Elaine S. Robbins and Kathryn R. Ashworth
"	31. Identify word roots to determine word meanings.	PAR A 6.1	Students identify prefixes and suffixes.	
Compare and contrast how linguistic structures carry meaning and vary across languages.	32. Compare and contrast writing conventions of the target language and English (e.g., possession, capitalization, directionality, punctuation).	PAR B 5.2	Students compare word order, adjective/gender agreement, possession, capitalization, plurals, and definite articles in English and the target language.	
"	33. Compare and contrast corresponding idiomatic expressions in English and the target language (e.g., English - pulling your leg/Spanish - tomar el pelo; English - from head to toe/Chinese - cóng tóu dao jiao; English - How are you?/ Latin - quid agis?).	PAR B 6.2		
Compare and contrast practices and perspectives of the target culture and students' own culture.	34. Compare ways of expressing feelings and emotions in the target culture and students' own culture (e.g., voice inflection/volume, facial expressions, gestures, use of personal space, kisses on cheeks).	PAR C 5.3	Students recognize practices of expressing feelings and emotions in the target culture. Students will use these practices when performing skits in the target language.	

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OHIO BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS
Compare and contrast practices and perspectives of the target culture and students' own culture. (cont.)	35. Compare and contrast cultural practices and perspectives related to daily activities (e.g., family, schools, sports).	PAR C 6.3	Students compare and contrast the following practices: school schedules, vacations, mealtimes, sports. (TL /E) <u>French</u> : table setting contest	French: <i>Families of France</i> video; <i>First Book of France</i> , Louisa Somerville Spanish: <i>Exploring Spanish</i> , Sheeran and McCarthy, pp 57-63, pp 123-131
"	36. Compare and contrast perspectives related to observances, rites of passage, traditions and celebrations (e.g., veilings, bulla dedications, quinceañera, weddings, Bastille Day, Cerealia).	PAR C 6.4	<u>French</u> : Students compare observances of Christmas celebration, All Saint's Day, Three Kings Day, Mardi Gras, St. Nicolas. (TL/E) <u>Spanish</u> : Students compare observances of Day of the Dead, Posadas and Christmas, Feast of Our Lady of Guadalupe, Night of the Radishes, Three Kings Day, Cinco de Mayo. (TL/E)	French: <i>Christmas in France</i> by Corinne Madden Ross (Passport books) <u>French</u> : Christmas Christmas in France Spanish: <i>El espíritu de Tío Fernando</i> by Janice Levy
Compare and contrast products and perspectives of the target culture and students' own culture.	37. Compare and contrast products (e.g., sports equipment, food, songs, rhymes) and perspectives of the target culture and students' own culture.	PAR D 5.4	Students will recognize differences between American and target language calendars, counting songs, holiday foods and decorations, and other realia from target countries. (TL/E)	French: <i>First Book of France</i> , Louisa Somerville; <i>Exploring French</i> , Sheeran and McCarthy, p 105; <i>Les plus belles comptines des petits lascars</i> CD Spanish: <i>Exploring Spanish</i> , Sheeran and McCarthy, p 106
Provide information or services to individuals, the school or the community using knowledge of the target language and culture.	38. Participate in activities for the school or community (e.g., reading aloud to others, making school announcements, making bulletin board displays).	MUN A 5.1	Students participate in activities for National Foreign Language Week for example, hallway displays and morning announcements to share cultural facts about target language countries. (E) <u>French</u> : Students perform French songs and prepare food for the community at Francofest and during National French Week.	French: CD <i>Les plus belles comptines des petits lascars</i> ; Charlotte Diamond CD: <i>Qu'il y ait toujours du soleil</i>

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FOREIGN LANGUAGE INTRODUCTORY LEVEL (5 – 6)

OHIO BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS
Perform for a school or community event.	39. Perform for, or participate in, school and community celebrations of the target culture.	MUN B 5.2 6.2	<u>French</u> : Students participate in Francofest. <u>Spanish</u> : Students participate in educational assemblies about the target culture, for example Spanish dancers.	
Engage in communication with people locally and around the world.	40. Interact with guest speakers from, or familiar with, the target culture.	MUN C 5.3	Students participate in discussions with community members/ parents/ high school students about their experiences traveling and living in target cultures. (E)	
"	41. Communicate with e-pals or pen pals about topics of personal and/or community interest (e.g., school-related activities, popular fashions).	MUN C 6.3	<u>Spanish</u> : Students correspond with sponsored child from Guatemala.	
Exchange information about, and personal reactions to, various products and media of the target culture.	42. Share out-of-classroom experiences involving the target language and culture (e.g., discovering a book or video, making friends, eating at a new restaurant) with others.	MUN D 5.5	Students share their personal travel experiences to target language countries. (E)	French: Students bring own resources to share Spanish: <i>Exploring Spanish</i> , Sheeran and McCarthy, pp 140-148
"	43. Play sports or games from the target culture.	MUN D 6.4	<u>French</u> : Students play Le jeu des 7 familles (French card game). <u>Spanish</u> : Students play Spanish card games.	French: Le jeu des sept familles
"	44. Listen to and discuss music, sing songs or play musical instruments from the target culture.	MUN D 6.5	Students will listen to and sing traditional songs and rhymes in the target language.	French: <i>Les comptines bleues</i> CD
Identify and present information about various careers that require understanding of another language and	45. Identify ways in which a second language is useful in various careers (e.g., law enforcement, food industry, medical field).	MUN F 5.7	Students discuss and become aware of careers in which knowledge of a second language is useful. (E)	

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FOREIGN LANGUAGE INTRODUCTORY LEVEL (5 – 6)

OHIO BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS
culture.				
Identify and present information about various careers that require understanding of another language and culture. (cont.)	46. Acquire information from professionals in careers in which a second language and cultural knowledge are useful.	MUN F 6.8	Students acquire information about the importance of learning a foreign language/ culture from guest speakers and/or print media. (E)	
Prepare and implement tools to facilitate group projects.	*47. Create and implement a schedule/task list for a project.	MUN G 5.9	<u>French</u> : Students will implement tasks to accomplish fashion show project, country reports, and family album. (TL/E) <u>Spanish</u> : Students plan a sale of Hispanic products to raise money for a sponsored child including choosing, ordering, and pricing items, creating a spreadsheet, publicizing and scheduling sale. (TL/E)	

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FOREIGN LANGUAGE LEVEL 1

FOREIGN LANGUAGE LEVEL I

OHIO BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS
Engage in oral, written or signed conversation on familiar topics.	1. Engage in oral, visual or written exchanges to obtain and provide information related to target language cultures or topics from other content areas.	COM A 7.1	Partner conversations Conversation circle Pen pal letter	French: <i>Bon Voyage</i> , Ch 3, pp 80-109 Spanish: read letter in <i>Realidades</i> , p 6
"	*2. Interview others to obtain information about cultural and content-related concepts (e.g., school, traditions, the arts).	COM A 8.1	Conversation circle Postcard Partner interview Topics: weather, vacations	French: <i>Bon Voyage</i> , Ch 11, pp 354-397
Express personal preferences and feelings, and support opinions.	3. Express, discuss and support feelings, emotions or opinions about familiar topics.	COM B 7.2	Writing prompt	Video segment and/or artwork German: <i>Komm mit!</i> Ch 2
"	4. Exchange information and support opinions about a given problem (e.g., directions, relationships, school situations).	COM B 8.2	Oral survey Written editorial based on survey Advice column Topics: health, environment	"Dear Abby" letter Watch talk show on Spanish channel
Request and provide clarification.	*5. Clarify meaning (e.g., restatement, asking questions).	COM C 7.3	Replace proper noun with subject pronoun Possessive pronouns	French: <i>Bon Voyage</i> , Ch 2, pp 48-79 German: <i>Komm mit!</i> Ch 2 Chinese: <i>Integrated Chinese</i> , Lesson 2
"	6. Clarify ambiguities (e.g., I meant Paul, not John.).	COM C 8.3	Direct and indirect object pronouns Possessive pronouns Partner dialogue	French: <i>Bon Voyage</i> , Ch 4, pp 110-149
Give and follow multi-step directions.	*7. Give and follow a short series of oral, signed and/or written requests.	COM D	Classroom directions in the target language (quiet, sit, stand, make a	Simon says... TPR (Total Physical Response)

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Key to Other Abbreviations: TL – Target Language

E – English

TPR – Total Physical Response

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FOREIGN LANGUAGE LEVEL I

OHIO BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS
		7.4	circle or groups, take out certain materials)	French: <i>Bon Voyage</i> , Ch 3, pp 80-109
Give and follow multi-step directions. (cont.)	*8. Give and follow a series of oral, signed and/or written requests.	COM D 8.4	Restaurant skit Follow directions Lead a tour Follow a recipe	Restaurant menu Map of city French menu German recipe French: <i>Bon Voyage</i> , Ch 5, pp 152-183
Use culturally appropriate language and gestures in a variety of social settings.	9. Use appropriate language and gestures when interacting with peers and adults in a variety of social settings.	COM E 7.5 8.5	Dialogue Role play (city, restaurant, doctor's office, vacation)	Poster of appropriate gestures French: <i>Bon Voyage</i> , Ch 5, pp 152-183
Follow multi-step directions.	10. Respond appropriately to complex directions (e.g., making accent marks on the computer, completing a report).	COM F 7.6	Produce artwork Howe Process (A technique of narrowing the focus of a topic to be studied)	Spanish French TPR (Total Physical Response) Chinese games
"	*11. Respond appropriately to complex directions (e.g., accessing Internet web sites, solving multi-step mathematical problems).	COM F 8.6	Follow a recipe Howe Process Suitcase essay	Recipe TPR French: <i>Bon Voyage</i> , Ch 6, p 184-217
Derive meaning using aural, visual and contextual clues.	12. Derive meaning through the use of various clues (e.g., prefixes, suffixes, root words, cognates, intonation, word order).	COM G 7.7	Quick quiz (listening) Dictation	Chinese: video <i>Not One Less</i> Magazine
"	13. Derive meaning through the use of various clues (e.g., word order, tone, purpose).	COM G 8.7	Reading selections	Newspapers Audio and video activities (CD and DVD)
Identify a speaker's or author's purpose and discuss	14. Outline information gathered from a nonfiction source (e.g., newspapers,	COM H	Webbing Categorizing	Chinese

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FOREIGN LANGUAGE LEVEL I

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the main idea, characters and supporting details in a variety of media.	magazines, Web sites, historical texts).	7.8	Create a business card	
Identify a speaker's or author's purpose and discuss the main idea, characters and supporting details in a variety of media (cont.)	*15. Predict the outcome of a story from age-appropriate media (e.g., print, audio, visual).	COM H 7.9	Use headline from newspaper, describe probable story	Newspaper, Magazine
"	16. Provide a different ending to a story.	COM H 8.8	Add a chapter in the target language Journal entry	German: story from "Lies Mitmir!"
"	17. Use information from authentic sources (e.g., primary, secondary) to summarize, make generalizations and draw conclusions.	COM H 8.9	Reading	Newspapers, Magazines
Narrate an event, a personal experience or an original story.	*18. Write, tell or dramatize an original story using description, narration and detail.	COM I 7.10	Photo essay Suitcase essay	
"	*19. Report on a past or present event (e.g., Caesar's assassination, major school activity).	COM I 8.10	Describe vacation Make a commemorative stamp	Photo essay Postcard Flip book French: <i>Bon Voyage</i> , Ch 9, pp 290-321
Present original work and cultural material.	20. Produce and share informal and formal communication (e.g., fliers, posters, videos).	COM J 7.11	Travel Brochure PowerPoint/hyper studio/flash presentation	Examples of related material French: <i>Bon Voyage</i> , Ch 9, pp 290-321
"	21. Present a simulation of a cultural event (e.g., celebration, holiday).	COM J 8.11	Celebrate a birthday Design an outfit Make a craft	Music Variety of internet sites French: <i>Bon Voyage</i> , Ch 4, pp 110-149

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"	*22. Produce informal and formal written materials (e.g., newsletters, student publications of prose or poetry, Web sites) for specific audiences.	COM J 8.12	Free verse poem <u>Chinese</u> : Chinese American Report	Examples of poetry Teacher's own materials
Apply age-appropriate writing process strategies to publish a document for a range of audiences.	23. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing).	COM K 7.12 8.13	Webbing	Example of quality writing Entertainment industry French: <i>Bon Voyage</i> , Ch 12, pp 398-429
Investigate, discuss and report on practices and perspectives of the target culture.	*24. Research and report on a variety of topics from the target culture (e.g., entertainment, nutrition/health, gender roles).	CUL A 7.1	Food pyramid Home remedies	French: <i>Bon Voyage</i> , Ch 6, pp 184-217
"	25. Observe, identify and discuss behavior patterns of the target culture peer group.	CUL A 8.1	Role playing a day at school	Spanish: video <i>Paso a paso</i> French: video <i>Bon Voyage</i>
"	26. Identify variations of cultural practices among target language communities (e.g., Senegal/France, Basques in Spain, emperor worship in various regions of the ancient Roman Empire).	CUL A 8.2	Highlight variations in written text Various media in the target language/culture Present an award to an influential person of the culture Create a stamp PowerPoint presentation	
Participate in and discuss age-appropriate cultural practices.	27. Interact verbally and nonverbally in a variety of situations using culturally appropriate etiquette (e.g., at a celebration, in a restaurant, as a guest in someone's home, at a sporting event).	CUL B 7.2	Field trip to restaurant Create a motto for a sports team	Chinese Education System Chinese: <i>Integrated Chinese</i> , Lesson 2, p 55
"	*28. Participate in age-appropriate cultural practices (e.g., games, sports, entertainment).	CUL B 8.3	Play a game Celebrate a holiday Organize a party	French: <i>Bon Voyage</i> , Ch 10, pp 322-353 German: <i>Komm mit!</i> Ch 10 & 11

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FOREIGN LANGUAGE LEVEL I

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Investigate, discuss and report on products and perspectives of the target culture.	*29. Identify important symbols associated with the target culture (e.g., Roman eagle, French fleur-de-lis) and explain their significance.	CUL C 7.3	Create a flag <u>Arabic</u> : identify and explain symbols on flags of Arab countries	Atlas
Investigate, discuss and report on products and perspectives of the target culture. (cont.)	30. Discuss impressions and perspectives gleaned from film and video (e.g., how people treat each other, the ways they view their families, the places where they live).	CUL C 7.4	Role play	Spanish: watch “Spanglish” Spanish: read about and discuss famous familial paintings in <i>Realidades</i> , pp 44-47 Arabic: scenes from <i>Alif Baa</i> DVD French: watch French movie
"	*31. Reproduce artifacts from the target culture (e.g., painting, origami, ancient Roman lamp, piñatas).	CUL C 8.4	Make a mask <u>Spanish</u> : ‘Ojo de dios’ Bark paintings Make an altar	Arabic: use tessellation to create a design for a stained glass window.
"	*32. Discuss expressive products of the target culture (e.g., art, literature, music, dance).	CUL C 8.5	Sing songs <u>Spanish</u> : Explore art (Diego Rivera, Carman Lomas Garza, Dali) <u>French</u> : Explore art (Monet, Manet, VanGogh, Renoir) <u>Arabic</u> : Explore various objects from the Arab world	Go to art museum
Identify significant contributions and historical figures from the target culture.	33. Investigate and discuss how ancient cultures influence modern cultures (e.g., legal practices, holiday celebrations, architecture).	CUL D 7.5	Compare and contrast holiday celebrations	Videos Slides Various internet sites Chinese movie: Hero
"	*34. Identify major contributions and historical figures from the target culture (e.g., paper making, textiles, aqueducts, medicine, leaders, inventors).	CUL D 8.6	Reading biographies Video segments <u>Arabic</u> : Arabic numerals, contributions to algebra and	Commemorative stamp Epitaph (Spain: Franco) (Mexico: Aztecs)

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			medicine	German Inventors
Investigate and report on concepts from across disciplines.	35. Identify and/or demonstrate styles of authentic music or dance.	CON A 7.1		Videos
Investigate and report on concepts from across disciplines. (cont.)	36. Convert U.S. units of measurement to the measurement system of the target culture.	CON A 7.2		Containers Measuring tools
"	*37. Research and discuss health issues of adolescents in the target culture.	CON A 7.3	Debate Journal entry Make a motto in the target language during "Red Ribbon Week" Make food pyramid Make a cartoon	Newspapers Magazines Spanish: take inventory on p 189 in <i>Realidades</i> .
"	38. Create and present a project about a target culture community that incorporates interdisciplinary content (e.g., graphics, artwork, maps, points of interest, authentic music).	CON A 7.4	Make a collage	Spanish: read and discuss information about South America on pp 202-203 in <i>Realidades</i>
"	*39. Investigate and share findings on how geography and climate influence the lives of people in the target culture.	CON A 7.5	Watch news on a French/Spanish TV channel	Connect to Monserrat simulation
"	*40. Present reports orally, visually and/or in writing on interdisciplinary topics (e.g., types of government, nutrition, the environment).	CON A 8.1	Create a food pyramid Establish a classroom government based on target culture News reports Weather report	French: <i>Bon Voyage</i> , Ch 6, pp 184-217 Food Culture of China Chinese: <i>Integrated Chinese</i> , Lesson 5
"	41. Investigate and report on artwork and artists of the target culture.	CON A 8.2	Field trip	Museums Reproductions French Impressionist Art Museum German 19th Century Art

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FOREIGN LANGUAGE LEVEL I

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				Virtual tour of museums
"	*42. Use knowledge of the target language to clarify and expand English vocabulary (e.g., cognates, derivatives, prefixes and suffixes).	CON A 8.3	Create word families Review places throughout the USA	Scrabble
Obtain information and discuss viewpoints from the target culture using authentic sources, and apply understandings to concepts from across disciplines.	43. Summarize coverage of a current event from a target language news source.	CON B 7.6	Create a TV report Make an editorial cartoon	Spanish, French, German, Arabic, Chinese news channels
"	44. Interview a target language speaker to obtain information for a project in another discipline.	CON B 7.7	Prepare (5) questions and record responses	Local community groups Cyber pen pals
"	*45. Use target language sources to identify and discuss alternate points of view about topics studied in other disciplines (e.g., current events, colonization, use of pesticides).	CON B 8.4	Conversation circle Present an award to an ecologically deserving person Debate	Internet
Identify and discuss linguistic structures of the target language and English.	46. Identify prefixes and suffixes to determine word meanings.	PAR A 7.1	Compare and contrast cognates and false cognates.	Magazines Newspapers
"	47. Identify and discuss less familiar cognates (e.g., culpable, inevitable) and sentence structure comparisons (e.g., placement of prepositions: magna cum laude=with great praise) to improve language skills.	PAR A 8.1	Brainstorm student-created words	Card game: "Set" German: "False Friends" flashcards Chinese: Flashcards of radicals

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FOREIGN LANGUAGE LEVEL I

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Compare and contrast how linguistic structures carry meaning and vary across languages.	*48. Compare and contrast grammatical categories such as tense, gender and agreement in the target language and English.	PAR B 7.2	Provide incorrect sentences for students to correct	Practice exams Role play Chinese: <i>Integrated Chinese</i> , Lesson 3, p 75
Compare and contrast how linguistic structures carry meaning and vary across languages. (cont.)	*49. Discuss how idiomatic expressions and proverbs are used and compare similar expressions in both languages (e.g., darse cuenta/to realize - to give yourself an account; hito no ashi o hipparu/you're interrupting - people are pulling on my leg; ab ovo usque ad mala - from beginning to end; Tout est bien qui finit bien/All's well that ends well).	PAR B 8.2	Create a fable with the final ending being an expression or proverb	Tongue twisters Unit proverb French Tongue Twisters German Tongue Twisters Chinese proverb
"	50. Compare and contrast target language writing conventions with those in English (e.g., paragraph structure, rhetorical devices, placement of topic sentence).	PAR B 8.3	Students will cite 5 differences and 5 similarities	
Compare and contrast practices and perspectives of the target culture and students' own culture.	51. Compare and contrast cultural attitudes and perspectives about various topics (e.g., physical fitness, driving, education).	PAR C 7.3	Create a class as it might be managed in another culture Rank Order	Spanish: complete questions based on reading selection p 64 in <i>Realidades</i> workbook
"	*52. Compare and contrast differences in cultural traditions and celebrations (e.g., independence day, Saturnalia, Holy Week).	PAR C 8.4	Attend a local celebration <u>Arabic</u> : celebrate Eid <u>Chinese</u> : Lunar New Year celebration	Videos Interviews Spanish: (Day of the Dead/Halloween) Spanish: (Christmas/Navidad) German Christmas Traditions French Christmas Traditions
Compare and contrast	*53. Compare products and perspectives	PAR	Howe Process	Spanish: compare and contrast the

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FOREIGN LANGUAGE LEVEL I

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products and perspectives of the target culture and students' own culture.	from the target culture and students' own culture (e.g., clothing, automobiles, cosmetics).	D 7.4	Compare advertisements from target language and native language Students create a quiz on cultural perspectives. Make a commercial	typical school day in different cultures using p 140 in <i>Realidades</i> as a resource
Compare and contrast products and perspectives of the target culture and students' own culture. (cont.)	*54. Compare and contrast themes and characters in age-appropriate literature from the target culture and students' own culture.	PAR D 8.5	Fashion show based on literary characters	Short stories Poems
"	55. Compare and contrast similarities and differences between the political system of the target culture, other cultures and the students' own culture.	PAR D 8.6	Hold a mock election Write "graffiti" Make an 'infomercial'	
Provide information or services to individuals, the school or the community using knowledge of the target language and culture.	56. Present information about the target language and culture to younger students (e.g., celebrations, holidays, the arts).	MUN A 7.1	Promote language and culture through celebrations and awareness days <u>Chinese</u> : Moon Festival project	
"	*57. Participate in activities for the school or community (e.g., service projects, assisting speakers of other languages).	MUN A 7.2	Partnership with a local community	
"	*58. Gather information and opinions from target culture sources through a variety of means (e.g., video, Web sites, questionnaires) and present to others.	MUN A 8.1	Create a survey Write a short paragraph summarizing results Journal entry	Chinese Chinese Chinese
"	59. Present information about the target language and culture to others (e.g., celebrations, holidays, the arts, use of Latin in biological terminology).	MUN A 8.2	Create a website	Spanish: read p 118 in <i>Realidades</i> about Christmas traditions

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Perform for a school or community event.	*60. Perform for, or participate in, school and community celebrations of the target culture.	MUN B 7.3 8.3	Talent show	
Engage in communication with people locally and around the world.	61. Communicate with e-pals or pen pals about topics of personal and/or community interest.	MUN C 7.4	Write to other students in target language	Chat rooms
"	62. Establish personal communication links (e.g., pen pals, e-mails, exchange programs) with peers in the target culture to discuss perspectives on familiar topics.	MUN C 8.4	Summarize results Create an on-line survey	Spanish: answer questions based on letter on p 150 in <i>Realidades</i> workbook
Exchange information about, and personal reactions to, various products and media of the target culture.	*63. Play sports or games from the target culture.	MUN D 7.5	Read sports magazines, newspapers from target language Attend a local contest Watch a sporting event on TV <u>Chinese</u> : play Chinese Chess	
"	*64. Listen to and discuss music, sing songs or play musical instruments from the target culture.	MUN D 7.6	Create another verse to a familiar song Create a jump rope rhyme <u>Arabic</u> : sing greetings song – listen to traditional and modern Arabic songs <u>Chinese</u> : songs	CDs Tapes
"	65. Read short narratives or poems and share with others	MUN D 7.7	Have a poetry reading. <u>Arabic</u> : memorize short poem and share <i>Alif Baa</i> book with classmates	Chinese: <i>Integrated Chinese</i> , Lesson 5, p 125
"	66. Explore target culture communities, physically or virtually, and share findings and reactions about areas of personal interest	MUN D 8.5	Make a collage field trip	

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FOREIGN LANGUAGE LEVEL I

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	with others.			
"	*67. Read selections of prose or poetry (e.g., short stories, articles, poems) and share with others.	MUN D 8.6		German: "Lies Mit mir!" Spanish: <i>Realidades</i> p 171 Puerto Rican poem; p 199 Puerto Rican song
Attend, participate in or view target culture events and describe to others.	*68. Attend, participate in or view via media, target culture events (e.g., fairs, festivals, exhibitions, holiday and family celebrations) and describe to others.	MUN E 7.8	Create an advertisement to market an event	
"	69. Participate in target culture activities (e.g., weddings, family events) and describe to others.	MUN E 8.7	Photo essay. Create a family tree	French: <i>Bon Voyage</i> , Ch 4, pp 110-149 Chinese: <i>Integrated Chinese</i> , Lesson 3
Identify and present information about various careers that require understanding of another language and culture.	70. Investigate and present how second language skills are used and what level of proficiency is needed in various local and worldwide careers	MUN F 7.9	Howe Process Rank order Utilize professional community	
"	71. Investigate and present work norms (e.g., schedules, salary, vacation, women in the work force, retirement age) in a variety of cultures.	MUN F 7.10		Newspapers Magazines French Newspaper Chinese: Erie Journal
"	72. Identify career interests and abilities and evaluate career choices.	MUN F 7.11	Rank order and explain choices	
"	*73. Investigate careers within the target community through the use of authentic sources (e.g., newspapers, media, technology).	MUN F 8.8	Make a business card Create an employment bulletin board <u>Chinese</u> : practice calligraphy; make Chinese name for student or students find their name on line	Spanish: internet search on ecotourism based on readings in <i>Realidades</i> p 223 Chinese

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FOREIGN LANGUAGE LEVEL I

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"	*74. Research how people conduct business in target communities (e.g., socializing, job application, individual versus team production).	MUN F 8.9	Complete a job application in target language	French: <i>Bon Voyage</i> , Ch 4, pp 110-149
Identify and present information about various careers that require understanding of another language and culture. (cont.)	75. Investigate and report on businesses and organizations with ties to the target community (e.g., agriculture, manufacturing, technology, export/ import; Sister Cities International).	MUN F 8.10	Propose a new product to be sold to the target language community	Spanish: read pp 272-273 in <i>Realidades</i> about Habitat for Humanity International in Guatemala
Prepare and implement tools to facilitate group projects.	*76. Work cooperatively (e.g., set goals, prioritize tasks, select resources, evaluate results) to complete tasks on a given theme (e.g., purchase a wardrobe for a planned trip based on climate, activities, budget, culture).	MUN G 7.12	Travel poster	Suitcase essay French: <i>Bon Voyage</i> , Ch 7, pp 218-257 German: <i>Komm mit!</i> Ch 8
"	*77. Work cooperatively to find solutions (e.g., generate ideas, evaluate alternatives, build consensus) to a given problem (e.g., creating a culturally authentic, nutritious meal based on food guides and budget).	MUN G 8.11	Identify, describe and give possible solutions to an ecological problem	French: <i>Bon Voyage</i> , Ch 6, pp 184-217 Spanish: watch video about a mystery – Ch 5 in <i>Realidades</i>

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FOREIGN LANGUAGE LEVEL 2

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OHIO BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS
Interact using extended spoken, signed or written communication by providing and obtaining information.	1. Exchange information via letters, e-mail/ video mail, notes, conversations or interviews on familiar topics (e.g., school events, weekend activities, memorable experiences, family life).	COM A 9.1	Student talks about self and others as it relates to physical appearance and personality. Pen pals or key pals	Game: Who am I? (Student has name of celebrity on back; must ask class for clues to guess who it is) German: <i>Komm mit!</i> Ch 1, pp 4-31
Express a wide range of feelings and emotions, and discuss and support opinions.	2. Express and compare opinions and preferences about information gathered regarding events, experiences and other school subjects.	COM B 9.2	Discuss a current event. State personal opinions with a classmate and discuss the basis for them. Use the past tense.	Le Monde Newspaper or Francophone News Der Spiegel Newspaper El Universal Newspaper
Use a wide range of strategies to negotiate meaning.	3. Clarify meaning (e.g., paraphrasing, questioning).	COM C 9.3	Use target language to circumlocute various topics. Cloze games/activities	Use the game Taboo in the target language.
Give and follow a series of complex directions.	4. Give and follow directions, instructions and requests (e.g., installing software, dance steps).	COM D 9.4	Give commands or directions and navigating your way through a city. With a partner, give directions from point A to point B.	French: <i>Bon Voyage</i> , Ch 7, pp 204-235 German: <i>Komm mit!</i> Ch 9, pp 238-265 MapQuest
Interact in a wide range of situations using culturally authentic language and gestures.	5. Demonstrate the ability to acquire goods, services or information (e.g., using public transportation, making a hotel reservation, buying food).	COM E 9.5	Shopping: buy groceries, using the metric system Role-play using props	French: <i>Bon Voyage</i> , Ch 9, pp 278-307 Spanish: <i>Realidades</i> , Ch 2, p 109, activity 10
Follow complex oral, signed or written directions and requests.	6. Follow directions, instructions and requests (e.g., recipes, travel directions, prompts on ATMs).	COM F 9.6	Follow commands or directions to prepare a recipe native to target culture	French: <i>Bon Voyage</i> , Ch 6, pp 172-203 German: <i>Komm mit!</i> Ch 11, pp 298-325 Spanish: <i>Realidades</i> , Ch 3, CD audio activity 2

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Key to Other Abbreviations: TL – Target Language E – English TPR – Total Physical Response

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FOREIGN LANGUAGE LEVEL 2

OHIO BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS
Use a variety of reading and listening strategies to derive meaning from texts.	7. Use listening and reading strategies (e.g., skimming and scanning techniques) to determine main idea and purpose.	COM G 9.7	Read various articles throughout the year. Skim CNN in target language on the internet and discuss the day's events.	CNN iTunes Foreign Language Reading Activities
Analyze information from a variety of oral, written and visual sources by summarizing, critiquing and explaining texts.	8. Summarize information from authentic language materials and artifacts (e.g., TV programs, articles from youth magazines, Internet, videos, currency) and give personal reactions.	COM H 9.8	Write journals and essays after viewing an authentic TV program.	German TV France TV5 Spanish TV CNN International
"	*9. Use information acquired from target language sources to solve everyday problems and situations (e.g., using a newspaper to make plans to see a movie, perusing a catalog to shop for a birthday gift, watching a weather forecast to help plan an activity).	COM H 9.9	Use authentic material to make plans to go to the movies.	Check the times for movies playing currently in the target culture. German Cinestar French Allocine Columbian Cineplex
Create presentations on a range of original or authentic expressive products.	*10. Create and present a narrative (e.g., current events, personal experiences, school happenings).	COM I 9.10	Write and present a narrative on your first day of high school.	French: <i>Bon Voyage</i> , Ch 3 pp 64-95 Spanish: <i>Realidades</i> , PE theme project, pp xxxii-a
Present information and ideas on a range of topics.	*11. Present differences in products and practices (e.g., sports, celebrations, school life) found in the target culture.	COM J 9.11	Discuss the religious impact on cultural traditions. Crafts	French: <i>Bon Voyage</i> , Ch 12, pp 374-403 Spanish: <i>Realidades</i> , p 32, create "Ojos de Dios"
"	12. Prepare and deliver a summary of characters and plot in selected pieces of literature.	COM J 9.12	Write a report after reading a famous piece of literature.	German Short Stories French Writer Spanish Short Stories

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FOREIGN LANGUAGE

LEVEL 2

OHIO BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS
Apply age-appropriate writing process strategies to produce a variety of documents for publication.	13. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing).	COM K 9.13	Create an alternative ending to a short story or poem.	German: <i>Komm mit!</i> Reader, any story Spanish: <i>Realidades</i> , WAVA writing activities
Analyze, discuss and report on a wide variety of practices and perspectives of the target culture.	*14. Investigate and report on cultural events (e.g., rites of passage).	CUL A 9.1	Compare and contrast American vs. target culture events. Emphasis on various sports	French: <i>Bon Voyage</i> , Ch 10, pp 308-337 German: <i>Komm mit!</i> Ch 10, pp 270-297 (driver's license) Spanish: <i>Realidades</i> , p 174, Ohio Motor Vehicle Laws in Spanish
Participate in and discuss a wide variety of cultural practices.	*15. Participate in age-appropriate cultural practices (e.g., music, dance, drama).	CUL B 9.2	Field trip or Festival relating to target culture	German: Check local German newspaper "Germania" On-line field trips
"	*16. Interact appropriately in social and cultural situations (e.g., restaurant, bus stop, weddings).	CUL B 9.3	Perform a variety of role-plays for various cultural situations. Inquire about train times, ticket prices, destinations.	French: <i>Bon Voyage</i> , Ch 10, pp 308-337 Local ethnic clubs and restaurants
Analyze, discuss and report on a wide variety of products and perspectives of the target culture.	17. Identify and explain cultural and literary elements of a variety of texts.	CUL C 9.4	Read at least two authentic short stories – analyze and discuss.	German Short Stories French Short Story Spanish Short Stories Spanish: <i>Realidades</i> , Mexican fable _____
"	18. Explain objects, images and symbols of the target culture (e.g., maneki neko—Japanese cat of happiness and good fortune; Chinese dragon; guyabera—Mexican short sleeved man's shirt; hijab—Arab female headcovering; kafeeyah—Arab male headcovering).	CUL C 9.5	Prepare a presentation after in-depth study of a target language object, image or symbol.	Eiffel Tower Website Volkswagen or BMW Running of the Bulls

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FOREIGN LANGUAGE

LEVEL 2

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Analyze, discuss and report on significant contributions from the target culture.	19. Describe the impact of tangible products from the target culture (e.g., handicrafts, commercial goods) on the global community and/or target culture.	CUL D 9.6	Discuss target language economy and its role in the world.	EU Website Spanish: <i>Realidades</i> , Ch 3 and 8
Analyze, discuss and report on significant contributions from the target culture. (cont.)	*20. Discuss the contributions of famous people from the target culture.	CUL D 9.7	Become an expert on a famous person for classroom discussion. Have the class interview the famous person. He/she tells the class about them.	French: <i>Bon Voyage</i> , Ch 1, pp 1-30 Spanish: <i>Realidades</i> , “Connections” Chapter
Investigate, analyze and present concepts from across disciplines.	*21. Summarize articles or short videos on interdisciplinary topics (e.g., art, metric system, weather and other scientific phenomena).	CON A 9.1	Watch video on famous artists from target country and complete comprehension questions to prepare for discussion.	French: video <i>Impressionist Painters</i> German: <i>Meet the Musicians</i> DVD Series: Mozart, Beethoven, Bach Spanish: <i>Realidades</i> , art transparencies
Analyze and discuss linguistic structures and convention of the target language and English	*22. Analyze and discuss how various linguistic elements are represented in the target language and English (e.g. past tense, cognates, gender).	PAR A 9.1	Proficiency expected in the past tense by the end of the year: French-passé composé, Spanish – preterito, German- Perfek/Imperfekt	
Analyze and explain how the target language and English express meaning through variations in style.	23. Explain and use conventions of language (e.g., capitalization, punctuation, levels of formality/register).	PAR B 9.2	Proficiency expected in the past tense by the end of the year: French-passé composé, Spanish – preterito, German- Perfekt/Imperfekt	
Analyze and discuss how products, practices and perspectives of the students’ own culture and the target culture overlap and differ.	24. Compare and contrast social conventions of peers in the target culture and students’ own culture (e.g., dating customs, school, family and leisure activities).	PAR C 9.3	Students use the Internet to research pop culture and adolescent customs.	Florent Pagny Germany info Yahoo Music Spanish: <i>Realidades</i> , Ch 3

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Analyze and discuss how products, practices and perspectives of the students' own culture and the target culture overlap and differ. (cont.)	*25. Investigate and compare how people meet basic needs (e.g., food, clothing, shelter).	PAR C 9.4	Converse about employment and shopping customs.	ODE lesson Spanish: <i>Realidades</i> , Ch 2 and 9
"	*26. Analyze how the same current issue is covered in the media of the target culture and students' own culture.	PAR C 9.5	Watch a current TV news program in the target culture and America.	CNN German TV France TV5 Newslink
Discuss the concept of culture through analysis of products, practices and perspectives of the target culture and students' own culture.	27. Explain how products, practices and perspectives of the target culture vary from those of the students' own culture (e.g., sports, celebrations, school).	PAR D 9.7	Compare and contrast the school systems in the target culture and America.	Students research and find schools on the Internet in the target country. Spanish: <i>Realidades</i> , Ch 1
Provide information or services to individuals, the school or the community using knowledge of the target language and culture.	28. Present information about the target language and culture to others (e.g., celebrations, holidays, the arts).	MUN A 9.1	Share cultural information with others (another class or a group in the community). Sing Christmas carols in a local nursing home. Share songs with the school choir.	Various, depending on situation
Sustain communication with people locally and around the world.	29. Establish personal communication links (e.g., pen pals, e-mail/video mail, TTY, hosting) with speakers of the target language to obtain perspectives on topics of mutual interest.	MUN C 9.4	Local or international pen pals, or write to a famous person.	Arranged by individual teacher

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FOREIGN LANGUAGE LEVEL 2

OHIO BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS
Report information about and personal reactions to various products, media and services of the target culture.	*30. Explore opportunities to travel or study in the target culture and report findings to others (e.g., research options based on specific criteria, such as budget, location, students' interests, climate).	MUN D 9.5	Students research and plan a trip to target country. Write and present a report.	School librarian, local travel agent Spanish: <i>Realidades</i> , Ch 8
"	31. Use media in the target language for personal enjoyment (e.g., print media, movies, TV, Internet) and report on the activity to others (e.g., activity log, oral or written summary).	MUN D 9.6	Watch a movie in target language. Students write a movie critique in which they use appropriate vocabulary, descriptors, and correct verb conjugations.	Teacher's own movie library "Teachers Discovery" catalog DVD with foreign language soundtrack option
Attend, participate in or view target culture events and describe to others.	32. Attend, participate in or view via media, target culture events (e.g., fairs, festivals, exhibitions, holiday and family celebrations) and describe to others.	MUN E 9.8	Field trip or Festival relating to target culture, if possible	Check local newspapers. Cleveland Museum of Art Playhouse Square Spanish: Cleveland Hispanic Festival
Evaluate and discuss how understanding of another language and culture enhances job skills and career options.	*33. Explore and obtain information about careers that require linguistic and cultural proficiency.	MUN F 9.9	Write a research report on careers that use the target language.	Teachers provide rubrics Spanish: <i>Realidades</i> , rubrics chapter
"	*34. Investigate how the knowledge, skills and interests learned in foreign language class apply to potential career choices.	MUN F 9.10	Write a research report on careers that use the target language.	Careers in Foreign Language Spanish: <i>Realidades</i> , Ch 9
Develop evaluative tools and implement group strategies to complete tasks and solve problems.	35. Work cooperatively (e.g., evaluate and select options) on tasks related to a social issue.	MUN G 9.11	Use an authentic map to navigate your way through a city in the target culture. Work within a budget to live in a city in the target culture.	France Metro Germany Stadtplandienst Madrid Metro International Herald Tribune

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FOREIGN LANGUAGE LEVEL 3

FOREIGN LANGUAGE LEVEL 3

OHIO BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS
Interact using extended spoken, signed or written communication by providing and obtaining information.	1. Discuss current events and issues (e.g., immigration, environmental concerns).	COM A 10.1	Classroom discussion in TL Conversations or interviews on familiar topics in TL Students use TL to effectively describe varieties of points of view on a topic. Paired text speaking prompts Role playing	On-line sources Films CNN International Spanish German Chinese French Arabic French: <i>Bon Voyage</i> , Level III, Ch 4, pp 168-225
"	*2. Create, explain and participate in a group activity that requires multiple steps (e.g., game, scavenger hunt, making a craft).	COM A 10.2	Classroom activities in TL. Board games and class participation games appropriate to content which classmates play and evaluate in target language.	Spanish: <i>Realidades 3</i> , Ch 2, p 62; Ch 8, p 338
Express a wide range of feelings and emotions, and discuss and support opinions.	3. Express and support opinions about topics appropriate to grade level (e.g., cars, dating, music, fashion, sports).	COM B 10.3	Classroom discussions, and paired conversations for appropriate vocabulary. Journal entries	Guest speakers Spanish: <i>Realidades 3</i> , Ch 6, p 265, unit speaking activities
Use a wide range of strategies to negotiate meaning.	4. Clarify meaning (e.g., elaboration, questioning).	COM C 10.4	Use paraphrasing, questioning, elaboration, interjection, circumlocution in classroom discussion and speaking prompts. Paired dialogue Role playing Paired activities Guest speakers	French: <i>Bon Voyage</i> , Level III, Ch 5, pp 226-273 Spanish: <i>Realidades 3</i> , unit speaking activities

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FOREIGN LANGUAGE LEVEL 3

OHIO BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS
Give and follow a series of complex directions.	5. Give and follow directions, instructions and requests (e.g., changing a tire, treating an injury).	COM D 10.5	Give and follow commands to achieve a desired outcome. Student presentations	International Recipes TPR Spanish: <i>Realidades 3</i> , Ch 3, p 124
Interact in a wide range of situations using culturally authentic language and gestures.	6. Use appropriate language and gestures in culturally authentic social contexts (e.g., ordering in a restaurant, seeking medical attention, making and responding to an invitation).	COM E 10.6	Classroom role-play and skits involving two or more students in the target based specific vocabulary Students demonstrate fluency, accuracy and clarity with their chosen context. Paired activities Role play	Text book situation cards On-line prompts Teacher-initiated interview Spanish: <i>Realidades 3</i> , Alternative Assessment guide: communicative activities
Follow complex oral, signed or written directions and requests.	7. Follow directions, instructions and requests (e.g., using voice mail, travel options).	COM F 10.7	Follow a detailed description to obtain a specific outcome or destination.	Peer and teacher driven command activities TPR Spanish: <i>Realidades 3</i> , WAVA audio activities
Use a variety of reading and listening strategies to derive meaning from texts.	8. Use listening and reading strategies (e.g., identifying key words and phrases) to determine tone and intended audience.	COM G 10.8	Use authentic reading and listening material in the target language.	Target language news radio clips Text listening Prompts Films World Radio Spanish: <i>Realidades 3</i> , iText online activities
Analyze information from a variety of oral, written and visual sources by summarizing, critiquing and explaining texts.	9. Paraphrase conversations and written information on a variety of topics (e.g., social issues, current events).	COM H 10.9	Summarize content in classroom discussion, writing, journal entry, essay or web blog.	On-line sources Magazines News papers Films Newspapers of the world

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Analyze information from a variety of oral, written and visual sources by summarizing, critiquing and explaining texts. (cont.)	10. Relate the main theme/idea of one literary selection to another (e.g., short narratives, illustrated stories).	COM H 10.10	Summarize content in writing: journal entry, essay, web blog, email.	Authentic text: News papers Magazines Short stories Newspapers of the world Spanish: <i>Realidades 3</i> , Puente a la cultura (Bridges to Culture)
Create presentations on a range of original or authentic expressive products.	11. Present an age-appropriate song, story or poem from the target language culture.	COM I 10.11	Sing a song, relate an anecdote or recite a poem commonly know by peers in the target language culture.	Research internet for texts for songs, poems, and anecdote followed by peer instruction
Present information and ideas on a range of topics.	12. Write and present a speech on a cultural or historic topic, or on a personal experience.	COM J 10.12	Research of authentic target language texts on history and current events.	Internet Authentic texts Encyclopedia
"	13. Write and send informal/formal letters for a variety of purposes (e.g., introducing oneself, acquiring information, applying for a job).	COM J 10.13	Research of target language want ads via internet and newspapers followed by writing of culture specific resume.	French: <i>Bon Voyage</i> , Level III, Ch 6, pp 274-327 Spanish: <i>Realidades 3</i> , Ch 5-6, work and community
Apply age-appropriate writing process strategies to produce a variety of documents for publication.	14. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing).	COM K 10.14	Write a short story, poem, or essay on a variety of topics including grammar points and vocabulary being studied.	Various chapter writing prompts. Spanish: <i>Realidades 3</i> , WAVA writing activities
Analyze, discuss and report on a wide variety of practices and perspectives of the target culture.	*15. Analyze and discuss behavior patterns of peers in the target culture.	CUL A 10.1	Students discuss common behaviors and attitudes of peers in target culture. Role play	Student-initiated interviews Magazine articles Internet French: <i>Bon Voyage</i> , Level III, Ch 2, pp 56-115

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Participate in and discuss a wide variety of cultural practices.	16. Interpret and use verbal and nonverbal cultural cues in a variety of situations (e.g., personal space, eye contact).	CUL B 10.2	Interpretation and use of verbal and nonverbal cultural cues through TV, guest speakers and film followed by discussion and role play in the TL.	Real-life TV Internet clips/streaming video Guest speakers Film
"	17. Interact with others using culturally appropriate gestures and patterns of behavior in everyday situations (e.g., welcoming a guest, ordering a meal, conversing on the phone).	CUL B 10.3	Cultural interaction at various events sponsored by the target culture.	Local ethnic clubs (Restaurants) Service activities Foreign language trips Theatre
Analyze, discuss and report on a wide variety of products and perspectives of the target culture.	18. Explain and discuss products of the target culture that may be unfamiliar or misunderstood (e.g., bidet, concierge, lower dining table, lararium, lederhosen).	CUL C 10.4	Advertisements TV commercials Classroom lecture and discussion on comparisons and contrasts with target culture.	Internet and library research Real-life TV Current Magazines French: <i>Bon Voyage</i> , Level III, Ch 6, pp 274-327
Analyze, discuss and report on significant contributions from the target culture.	19. Explain the contributions of the target culture in literature and the fine arts.	CUL D 10.5	Evaluate and compare short stories, music, drama, and art in the target culture.	View performance in target culture Internet research Authentic Research French: <i>Bon Voyage</i> , Level III, Ch 8, pp 380-429
"	20. Identify and explain influences of the target culture on U.S. culture (e.g., borrowed words/expressions, food, organization of government).	CUL D 10.6	Research, evaluate and explain target culture contributions to the U.S.	Library and internet research Authentic texts Local ethnic clubs Restaurants Local foreign companies

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FOREIGN LANGUAGE

LEVEL 3

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Investigate, analyze and present concepts from across disciplines.	21. Investigate economic conditions of the target culture and the home culture (e.g., standards of living, imports/exports, welfare systems).	CON A 10.1	Investigate, compare and discuss the economic living standards of target culture against those of our own.	Library and internet research Power point presentations Video and audio resources Cleveland World Trade Center French: <i>Bon Voyage</i> , Level III, Ch 6, pp 274-327
"	22. Explain interdisciplinary topics (e.g., literary genres, ecosystems, financial markets, immigrant population).	CON A 10.2	Teaching across the curriculum through classroom discussion and debate.	Guest speakers from the professional world: Internet research; authentic texts French: <i>Bon Voyage</i> , Level III, Ch 4, pp 168-225
Investigate, analyze and present information and viewpoints from the target culture using authentic sources, and apply understandings across disciplines.	23. Examine how cultural institutions have changed over time (e.g., family, education, government).	CON B 10.3	Teaching across the curriculum through lecture, presentations, problem based learning and specific topic surveys.	Library; internet research; family French: <i>Bon Voyage</i> , Level III, Ch 5, pp 226-273 Spanish: <i>Realidades 3</i> , Puente a la cultura (Bridges to Culture)
"	24. Report on topics of personal interest or on topics with which students have limited experience (e.g., artists, musicians, authors, politicians) using a variety of authentic texts.	CON B 10.4	Research and share specific interdisciplinary studies (art, music, world history, politics). Library and internet research Power Point presentations	French: <i>Bon Voyage</i> , Level III, Ch 3, pp 116-167 Spanish: <i>Realidades 3</i> , Ch 7, p 262, a poster project on indigenous art Video and audio resources Theatre Concerts Art exhibits
Analyze and discuss linguistic structures and conventions of the target language and English	*25. Analyze and discuss how various linguistic elements are represented in the target language and English (e.g., subjunctive, idiomatic expressions, word order, use of omission of subject pronouns).	PAR A 10.1	Identify grammatical structure in which to correctly produce TL.	Grammar worksheets Internet practice Lecture Authentic texts

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Analyze and explain how the target language and English express meaning through variations in style.	*26. Analyze comparable idiomatic expressions that represent a cultural awareness of the target language and students' own language (e.g., Hay moros en la costa./There are Moors on the coast. =The walls have ears.; Shouji ni mimi ari./Be careful, you never know who is listening. = The walls have ears.; Revenons aux moutons./Let's get back to the sheep. =Let's get back to work).	PAR B 10.2	Teacher-initiated discussion to compare and contrast idiomatic expressions.	Authentic texts Library Internet sources
Analyze and discuss how products, practices and perspectives of the students' own culture and the target culture overlap and differ.	*27. Compare elements such as plot, theme and/or character from literary works (e.g., poems, short excerpts, short plays) from the target culture and the students' own culture.	PAR C 10.3	Read fables, folktales and country specific stories in TL and compare and discuss to our fables and folktales.	Children's literature Textbook Internet
"	*28. Compare and contrast availability and affordability of products and services (e.g., cell phones, cars, cable TV) in the target culture and students' own culture.	PAR C 10.4	Explore cultural differences in products and services and compare with own.	Internet Authentic texts The Economist French: <i>Bon Voyage</i> , Level III, Ch 6, pp 274-327
Discuss the concept of culture through analysis of products, practices and perspectives of the target culture and students' own culture.	*29. Analyze how advertising reflects perspectives related to products and practices of the target culture and students' own culture.	PAR D 10.5	Use authentic materials to explore and interpret culture specific targets.	Internet Real-TV Magazines Authentic materials News Link
Provide information or services to individuals, the school or the community using knowledge of the target language and culture.	30. Interact with groups outside the classroom to promote appreciation of the target culture (e.g., teaching simple songs, conversational expressions, topics of cultural interest).	MUN A 10.1	Interact with native speakers in a variety of situations and learning levels.	Field trips Guest speakers Conversation group with native speakers. Spanish: Painesville Christmas activity.

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Provide information or services to individuals, the school or the community using knowledge of the target language and culture. (cont.)	31. Participate in collaborative projects with language students of other grade levels or school districts (e.g., present plays, write books, share folk tales, exchange letters, develop Web-based projects).	MUN A 10.2	Interact with native speakers in a variety of situations and learning levels to create presentations. PBL (problem based learning) projects to create storybooks. Sharing results of PBL with other school groups.	Language camps Elementary school visits Spanish: summer Spanish camp counselor through Chagrin Falls Community Education
Perform original or authentic works for a school or community event.	32. Perform original or authentic works for a school or community event (e.g., sing, dance, act).	MUN B 10.3	Skits, plays, concerts and cultural festivals.	Language camps Elementary school visits Local cultural events.
Sustain communication with people locally and around the world.	33. Establish and maintain personal communication links (e.g., pen pals, e-mail/video mail, TTY, hosting) with speakers of the target language to obtain perspectives on world events.	MUN C 10.4	Authentic effective communication with native speakers.	Conversation groups Chat rooms Pen pals and e-pals On-line bulletin boards Guest books Blogs Interviews with native speakers.
Report information about and personal reactions to various products, media and services of the target culture.	*34. Explore target culture communities and share information on, and reactions to, areas of personal interest with others (e.g., journaling, charting, photo essay).	MUN D 10.5	Research and engage in personal interaction with native speakers to document cultural contrasts.	Personal interviews Internet research Museum and cultural exhibits
"	35. Use media (e.g., print media, movies, TV, Internet) in the target language for enjoyment and give a review to others.	MUN D 10.6	Read and analyze newspapers, magazines, current literature, music, films and television to gain awareness of TL and culture.	Books Magazines and on-line resources Films Music Satellite TV Streaming video

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FOREIGN LANGUAGE LEVEL 3

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Report information about and personal reactions to various products, media and services of the target culture. (cont.)	36. Contact target culture organizations (e.g., Sister Cities International, visitors' bureau, sports leagues) to obtain information of personal interest through a variety of means (e.g., Web inquiry, letters) and report findings to others.	MUN D 10.7	Research and summarize information about target culture.	Internet and library resources E-mail Personal communication Embassy Guide
Attend, participate in or view target culture events and describe to others.	37. Attend, participate in or view via media, target culture events (e.g., fairs, festivals, exhibitions, holiday and family celebrations) and describe to others.	MUN E 10.8	Research and summarize information about cultural events.	Local cultural events Distance learning French: <i>Bon Voyage</i> , Level III, Ch 8, pp 380-429
Evaluate and discuss how understanding of another language and culture enhances job skills and career options.	38. Participate in career exploration or school-workplace projects (e.g., job shadowing, networking, participating in a job interview, contacting a job placement bureau, analyzing skills and requirements for employment opportunities) for a profession that requires proficiency in the target language or culture.	MUN F 10.9	Complete copies of authentic applications; participate in international business forums	Guest speakers Internet sources Field trips
"	39. Explain how a second language may enhance one's career choice (e.g., mobility, salary, career advancement).	MUN F 10.10	Participate in international business forums	Guest speakers Internet sources Field trips Spanish: <i>Realidades 3</i> , Ch 6, Careers, Track 10
Develop evaluative tools and implement group strategies to complete tasks and solve problems.	40. Work cooperatively (e.g., evaluate and select options) to develop a persuasive piece (e.g., advertising campaign) for a product or service, (e.g., food, housing, tickets to a play, vacation).	MUN G 10.11	Group PBL projects; presentations and debate.	Personal interviews Internet sources.

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Key to Other Abbreviations: TL – Target Language E – English TPR – Total Physical Response

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PAR = Develop insight into the nature of language and culture

FOREIGN LANGUAGE LEVEL 4

FOREIGN LANGUAGE LEVEL 4

OHIO BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS
Interact using extended spoken, signed or written communication by providing and obtaining information.	*1. Initiate, sustain and conclude conversations on a variety of personal, general knowledge and academic topics.	COM A 11.1	Classroom discussion Conversations or interviews on familiar topics Paired dialogue Role playing Pair and partner activities	Guest speakers E-mail Video mail Spanish: <i>Conexiones</i> , Prentice Hall, Ch 4, p 114, activity 4-7
Express a wide range of feelings and emotions, and discuss and support opinions.	*2. Persuade, negotiate or offer advice concerning a personal or widely held viewpoint (e.g., environment, human rights, school issues).	COM B 11.2	Classroom discussions and essays involving/including assigned readings Paired dialogue Role playing Pair and partner activities	Guest speakers Consult e-zines Create a video project Spanish: <i>Conexiones</i> , Prentice Hall, Ch 2, p 48, activity 2-7
"	*3. Exchange, support and discuss opinions and individual perspectives with peers and/or speakers of the target language on a variety of topics dealing with contemporary or historical issues.	COM B 11.3	Develop and propose solutions to issues and problems that are of concern to the student's own community or target culture community Paired dialogue Role playing Pair and partner activities	Guest speakers Writing journal entries On-line journal entry Spanish: <i>Conexiones</i> , Prentice Hall, Ch 1, p 11, activity 1-7
Use a wide range of strategies to negotiate meaning.	*4. Negotiate meaning through a range of strategies (e.g., questions, interjections, circumlocution).	COM C 11.4	Use paraphrasing, questioning, elaboration, interjection, circumlocution Paired dialogue Role playing Pair and partner activities	Guest speakers Distance learning

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FOREIGN LANGUAGE LEVEL 4

OHIO BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS
Give and follow a series of complex directions.	5. Give and follow directions, instructions and requests (e.g., balancing a checkbook, upgrading software, filling out college applications).	COM D 11.5	Give and follow commands to achieve a desired outcome Blindfold activities “How to” speeches	TPR Spanish: <i>Conexiones</i> , Prentice Hall, Ch 6, p 198, activity 6-25
Interact in a wide range of situations using culturally authentic language and gestures.	6. Use appropriate language and gestures in a wide range of culturally authentic social contexts (e.g., giving driving directions, expressing apologies, offering advice).	COM E 11.6	Role play scene involving two adolescents in the target culture based upon specific vocabulary Create a video presentation Paired dialogue Role playing Pair and partner activities Teacher-initiated interview	TPR Use music from the target culture to enhance vocabulary and listening comprehension
Follow complex oral, signed or written directions and requests.	7. Follow complex directions, instructions and requests (e.g., product assembly, using a calling card).	COM F 11.7	Follow a detailed description and map from the school to arrive at the U.S. Embassy in the capital of the target country	TPR Atlas Mapquest
Use a variety of reading and listening strategies to derive meaning from texts.	8. Use listening and reading strategies (e.g., answering focused questions) to anticipate outcome or content.	COM G 11.8	Write an additional chapter for the text you have just read	Dictionary Thesaurus Babelfish On-line editing resources
Analyze information from a variety of oral, written and visual sources by summarizing, critiquing and explaining texts.	*9. Analyze content from several sources (e.g., newspapers, magazines, Internet) dealing with a single issue (e.g., military conflicts, pollution).	COM H 11.9	Summarize content in writing: journal entry, essay, web blog	Newspapers/ magazines from target language Dictionary Thesaurus CNN Francophone news German Language News

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OHIO BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS
Analyze information from a variety of oral, written and visual sources by summarizing, critiquing and explaining texts. (cont.)	10. Make predictions and inferences based on authentic materials (e.g., use titles and visuals to predict content).	COM H 11.10	Using the headline of a newspaper written in the target language, students create the story	Newspapers/ magazines from target language Francophone news sources German Language News
Create presentations on a range of original or authentic expressive products.	*11. Create texts (e.g., short stories, poems, skits) based on themes/ perspectives (e.g., family, dating, careers, music) from the target culture.	COM I 11.11	Create a commercial/ advertisement to promote a product for the target culture (visual as well as written) Create video presentation Create PowerPoint presentation Create a print ad incorporating images using Page Maker, etc.	Music videos Radio Newspapers
"	12. Perform scenes from literature studied.	COM I 11.12	Create original illustrations that convey comprehension Recreate a scene taken from the material read Write a soap opera based upon the material read Present skits Role-play Video project	French: Le Petit Prince Spanish: <i>El Delantel Blanco</i> by Sergio Vodanovic
Present information and ideas on a range of topics.	*13. Debate a current or historical issue (e.g., right to vote, slavery).	COM J 11.13	Research and debate particular topic relevant to current or historical issue based upon specific vocabulary and advanced syntax	Internet Encyclopedia French: <i>Trésors du Temps</i>

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Apply age-appropriate writing process strategies to produce a variety of documents for publication.	14. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing).	COM K 11.14	Write a short story, poem or essay on a variety of topics including grammar points and vocabulary words being studied.	<i>Writer's Inc.</i> Microsoft Word
Analyze, discuss and report on a wide variety of practices and perspectives of the target culture.	*15. Identify, analyze and discuss various patterns of behavior or interaction typical of the culture studied (e.g., use of public transportation, dating, salutations).	CUL A 11.1	Students discuss common behaviors and attitudes with pen-pals Role play Student-initiated interviews	Magazine articles Internet chat rooms Web magazines Francophone cultural input Spanish Culture website
"	*16. Analyze and discuss how words, proverbs and idiomatic expressions reflect the target culture.	CUL A 11.2	Recite proverbs and poems discussing literal and figurative translations	Poetry Proverbs
Participate in and discuss a wide variety of cultural practices.	*17. Investigate and participate in age-appropriate cultural activities (e.g., festivals, sports, entertainment).	CUL B 11.3	Research specific holidays and festivals in target culture. Create a Power Point presentation Write an article for the school newspaper in the target language Prepare foods Dance Sing songs Watch videos	Internet Cultural videos TV French: <i>Trésors du Temps</i>

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Analyze, discuss and report on a wide variety of products and perspectives of the target culture.	*18. Identify, analyze and evaluate themes, ideas and perspectives related to the products being studied (e.g., public transportation, architecture, music).	CUL C 11.4	Write journal entries: compare and contrast our culture and the target cultures in any target area Class discussion Debate Writing a letter to the President, Leader or Dictator of the country: “Dear Sir or Madame...”	Internet Cultural videos TV Spanish: <i>Conexiones</i> , Prentice Hall, Ch 10, p 339
"	19. Examine media from the target culture to determine social, political and economic trends.	CUL C 11.5	Evaluate and compare the good and bad points of the practices in the culture studied against those of our own Debate Class discussion	Journal entries Internet research, including magazines TV Francophone news
Analyze, discuss and report on significant contributions from the target culture.	*20. Identify styles and influences of artistic forms (e.g., dance, music, literature, art) from various historical and literary periods of the target culture.	CUL D 11.6	Research specific time periods and culture relative to the period: e.g. Renaissance, Siglo de Oro, German expressionism, Ming Dynasty, Age of the Pharaohs	Watch videos/films Library research Go on virtual tours or museums on the World Wide Web Francophone applications French: <i>Trésors du Temps</i> website
Investigate, analyze and present concepts from across disciplines.	*21. Identify and discuss topics common to people in both the home and target cultures (e.g., economic, political, geographical, historical).	CON A 11.1	Promote/research specific interdisciplinary studies created by student interviews with art, music, world history, family/consumer science and other foreign language teachers	Interview guest speakers Interview exchange students if available Team-teaching with other educators Distance learning Internet “Web talks” Video streaming

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FOREIGN LANGUAGE LEVEL 4

OHIO BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS
Investigate, analyze and present concepts from across disciplines. (cont.)	*22. Analyze information from various authentic sources about interdisciplinary topics (e.g., opera, genetics, nutrition).	CON A 11.2	Promote/research specific interdisciplinary studies created by student interviews with art, music, world history, family/consumer science and other foreign language teachers	Interview guest speakers Interview exchange students if available Team teaching with other educators
"	23. Identify prominent figures from the target culture and discuss their contributions (e.g., El Greco, Rigoberta Menchú, Goethe, Cousteau, Catullus, Ibn Haldun).	CON A 11.3	Promote/research specific interdisciplinary studies created by student interviews with art, music, world history, family/consumer science and other foreign language teachers Role-play game “Who am I?” (describing famous figures)	Interview guest speakers Interview exchange students if available Team teaching with other educators
Investigate, analyze and present information and viewpoints from the target culture using authentic sources, and apply understandings across disciplines.	*24. Analyze a social, economic, environmental or political issue (e.g., corporal punishment, divorce, pollution, political campaigns) using authentic target language resources.	CON B 11.4	Oral presentation/debate by students on issue Write an essay which develops the topic and includes a and personal perspective/reaction	Research using current magazines and printed materials CNN Francophone news sources
"	*25. Examine how people of the target culture preserve their cultural traditions (e.g., language, cuisine, dress) after emigration to the U.S. or to another country.	CON B 11.5	Oral presentation/debate by students on issue Write an essay which develops the topic and includes a and personal perspective/reaction Design a “mural” Make a timeline to illustrate outstanding events and figures	French: <i>Trésors du Temps</i> website; <i>Bon Voyage 3</i> , Ch 8

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OHIO BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS
Investigate, analyze and present information and viewpoints from the target culture using authentic sources, and apply understandings across disciplines. (cont.)	26. Explain a practice from the target culture (e.g., wearing a burqa) from the perspective of the target culture.	CON B 11.6	Oral presentation/debate by students on issue Write an essay which develops the topic and includes a personal perspective/reaction	French: <i>Trésors du Temps</i>
Analyze and discuss linguistic structures and conventions of the target language and English	*27. Analyze and discuss how words are interrelated across languages (e.g., word families, prefixes, suffixes).	PAR A 11.1	Analyze comparable idiomatic expressions that represent a cultural awareness of the target language and students' own language Teacher-initiated discussion to compare and contrast idiomatic expressions of target language with that of English Hypothesize about the origin of idioms as reflections of culture Charting strategies (such as word trees, mapping) PowerPoint presentation	Children's literature Interdisciplinary approach with English teacher Research
Analyze and explain how the target language and English express meaning through variations in style.	*28. Analyze and explain how the target language and English express such forms as time and tense relationships (e.g., conditional clauses, use of subjunctive versus simple indicative).	PAR B 11.2	Teacher-initiated discussion to compare and contrast expressions of time and tense in the target language versus that of English	Textbook/workbook Grammar sites on-line for additional support and review

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FOREIGN LANGUAGE LEVEL 4

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Analyze and discuss how products, practices and perspectives of the students' own culture and the target culture overlap and differ.	29. Compare, contrast and discuss how a social issue is treated in both U.S. and target culture media (e.g., coed schools, airport security, health care, bureaucracy).	PAR C 11.3	Students research contemporary practices and report research findings on posters and/or skit demonstrations	Magazines Textbooks Videos CNN German Language News Francophone news
"	*30. Examine the influences of the target culture on students' own culture and vice versa (e.g., prevalence of salsa in the U.S., spread of fast-food restaurants abroad, democracy).	PAR C 11.4	Students research contemporary practices and report research findings on posters and/or skit demonstrations	Menus Magazines Advertisements in target language publications Internet resources
Discuss the concept of culture through analysis of products, practices and perspectives of the target culture and students' own culture.	*31. Compare the ways people in the target culture and students' own culture express universal themes (e.g., happiness, sorrow, birth, death, humor).	PAR D 11.5	Students brainstorm contemporary practices and report findings on posters and/or skit demonstrations Read authentic texts relating to specific topics	Journals PowerPoint presentations
Provide information or services to individuals, the school or the community using knowledge of the target language and culture.	32. Participate in a community and/or school service project (e.g., tutoring, teaching, translating/interpreting, assisting speakers of other languages).	MUN A 11.1	Organize and host a cultural day e.g. "Francofest", Cinco de Mayo, Spieltag, Ramadan, Chinese New Year	Music Food Video streaming
Perform original or authentic works for a school or community event.	33. Perform original or authentic works for a school or community event (e.g., sing, dance, act).	MUN B 11.2	Organize and host a cultural day e.g. "Francofest", Cinco de Mayo, Oktoberfest, Ramadan, Chinese New Year Perform skits, sing songs, and dance, etc.	Music Food Dance Video streaming

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FOREIGN LANGUAGE LEVEL 4

OHIO BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS
Sustain communication with people locally and around the world.	34. Establish and maintain communication with speakers of the target language (e.g., pen pals, e-pals, people in the community) to exchange perspectives on issues of mutual interest.	MUN C 11.3	Incorporate target language in morning announcements and school publications. Write and illustrate stories to present to others	Morning announcements (TV broadcast) School newspaper School literary magazine Webcast
Report information about and personal reactions to various products, media and services of the target culture.	*35. Explore the opportunity to host individuals from a target language country and report findings to others.	MUN D 11.4	Interview guest speakers, exchange students, etc. to discuss experiences both here and at home.	Guest speaker Distance learning
"	36. Discuss content from a variety of target language sources (e.g., print media, movies, TV, Internet) with others.	MUN D 11.5	Students read and discuss articles from target language publications. Students question each other for information about their specific articles Students discuss their favorite films or TV shows in the target language	On-line publications Printed materials TV CNN Satellite Television Francophone news sources Actualités German Language News
"	37. Contact target culture organizations (e.g., business associations, embassies, youth hostel associations) to obtain information of personal interest through a variety of means (e.g., video conference, Web inquiry, letter) and report findings to others.	MUN D 11.6	Write letters to embassies, leaders, associations and organizations in the target language to cull specific information about specific topics.	<u>Addresses:</u> Embassies Youth Hostel Associations
Attend, participate in or view target culture events and describe to others.	38. Attend, participate in or view via media, target culture events (e.g., fairs, festivals, exhibits and performances; programs given by Japanese/ American Society, Red Cross, consulates) and describe to others.	MUN E 11.7	Attend Akron Christmas Market Compare and contrast Akron Christmas Market with Nürnberg	Nürnberg Christmas Market Spanish Culture website

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FOREIGN LANGUAGE LEVEL 4

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Evaluate and discuss how understanding of another language and culture enhances job skills and career options.	39. Prepare documents (e.g., application for job, visa, passport; résumé) necessary to obtain a job, internship or volunteer position in the target language country.	MUN F 11.8	Create a curriculum vitae Write a letter of introduction using specific vocabulary needed for particular job	<i>Writer's Inc.</i> Microsoft Word
"	*40. Examine needs of corporations, businesses, government agencies and private international organizations to identify jobs requiring foreign language proficiency.	MUN F 11.9	Write a letter of introduction using specific vocabulary needed for particular job Examine web sites for language-specific hiring practices	Monster
Develop evaluative tools and implement group strategies to complete tasks and solve problems.	41. Work co-operatively (e.g., create and evaluate alternatives) on tasks related to a current or historical event (e.g., environmental issues, political crises, colonization).	MUN G 11.10	Group presentation on a current or historical event pertaining to the target language	PowerPoint Cartoons Display visual art to support presentation

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**FOREIGN LANGUAGE
LEVEL 5/ADVANCED PLACEMENT**

FOREIGN LANGUAGE LEVEL 5/ADVANCED PLACEMENT

OHIO BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS
Interact using extended spoken, signed or written communication by providing and obtaining information.	1. Initiate, sustain and conclude conversations on a wide variety of personal, general knowledge and academic topics.	COM 1 12.1	Classroom discussion and spontaneous expression in TL.	Speaking prompts from text and online sources, films Spanish German Chinese French Arabic
Express a wide range of feelings and emotions, and discuss and support opinions.	2. Exchange, support and discuss opinions and individual perspectives with peers and/or speakers of the target language on a variety of topics dealing with contemporary or historical issues.	COM B 12.2	Identify and produce TL vocabulary for listening and speaking Students use TL to effectively describe their points of view on a topic Classroom discussion and debate	Speaking prompts with situation cards Guest speakers Blog or on-line bulletin boards
"	3. Develop and propose solutions to issues and problems that are of concern to the students' own community or to the target culture community.	COM B 12.3	Current events	Internet news site in target language Guest speakers Yahoo news CNN International Spanish
Use a wide range of strategies to negotiate meaning.	4. Negotiate meaning through a range of strategies (e.g., questions, interjections, circumlocution).	COM C 12.4	Classroom discussion, presentations	Satellite news in target language Guest speakers Films
Give and follow a series of complex directions.	5. Give and follow complex directions, instructions and requests (filling out job applications, renting an apartment).	COM D 12.5	Travel planning: use authentic materials including copies of on-line applications or leases.	MapQuest.com in target language World atlas Spanish Culture Quest

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FOREIGN LANGUAGE LEVEL 5/ADVANCED PLACEMENT

OHIO BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS
Interact in a wide range of situations using culturally authentic language and gestures.	6. Role play in a wide range of culturally authentic social and/or professional contexts using appropriate language and gestures (e.g., family gathering, job interview, recitation).	COM E 12.6	Skits, presentations.	Local ethnic clubs Internships Bureau of Education and Cultural Affairs Guest speakers Spanish: <i>Abriendo Paso</i> , Prentice Hall, Ch 27
Follow complex oral, signed or written directions and requests.	7. Follow complex oral, written or signed directions, instructions and requests (e.g., automated telephone prompts, product assembly).	COM F 12.7	Internet research; problem-based learning (PBL); following recipes in TL for sharing with class.	Internet resources: MapQuest, authentic recipes International Recipes Spanish
Use a variety of reading and listening strategies to derive meaning from texts.	8. Use listening and reading strategies (e.g., applying prior knowledge) to make inferences and draw conclusions.	COM G 12.8	Use authentic reading and listening material in target language	Online magazines and audio files in target language Newspapers of the World World Radio Spanish: <i>Triángulo</i> , Wayside Publishing
Analyze information from a variety of oral, written and visual sources by summarizing, critiquing and explaining texts.	9. Present and support an opinion using information from articles, documentaries or historical narratives.	COM H 12.9	Classroom discussion, presentations	Magazines and newspapers, both hard copy and online PowerPoint presentations Films Guest speakers Spanish: <i>Abriendo Paso</i> , Prentice Hall, Ch 23-27
"	*10. Analyze expressive products of the target culture (e.g., selections from various literary genres, fine arts).	COM H 12.10	Classroom discussion; written expression; reading comprehension Students use TL to explore and assess target culture. PowerPoint presentations about famous artists	Films Authentic texts Foreign Language Reading Activities Spanish: <i>Abriendo Paso</i> , Prentice Hall; <i>Tan lejos de Dios</i> by Ana Castillo

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FOREIGN LANGUAGE LEVEL 5/ADVANCED PLACEMENT

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Create presentations on a range of original or authentic expressive products.	*11. Create and present a wide range of personal, historical and cultural texts (e.g., skits, monologues, plays, reports, slide shows, digital videos, CD- ROMs).	COM I 12.11	Class projects and presentations; role playing; skits; problem based learning	Authentic scripts Interviews Spanish: <i>Abriendo Paso</i> , Prentice Hall, Ch 27
Present information and ideas on a range of topics.	12. Present analyses and personal reactions to authentic written texts.	COM J 12.12	Classroom discussion and critique	Authentic texts Online sources Native speakers Spanish: <i>Abriendo Paso</i> , Prentice Hall
"	13. Prepare and present a research-based analysis of a current event from the perspective of both the United States and the target culture.	COM J 12.13	Teaching across the curriculum; classroom discussion; problem based learning	Online and authentic texts Historical films
Apply age-appropriate writing process strategies to produce a variety of documents for publication.	14. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing).	COM K 12.14	In-class writing assignments; term paper	AP writing prompts from College Board College Board
Analyze, discuss and report on a wide variety of practices and perspectives of the target culture.	15. Explain and discuss aspects of the target culture that may lead to bias within the target society (e.g., indigenous peoples, rural versus urban communities, social classes).	CUL A 12.1	Classroom lecture and discussion;	Guest speakers Field trips Library and Internet research Spanish: <i>Abriendo Paso</i> , Prentice Hall, Ch 27
"	*16. Analyze how people in the target culture view the role of the United States in the world.	CUL A 12.2	Interaction with people from other cultures	Exchange students E pals Chat rooms Online bulletin boards
"	17. Recognize and interpret elements of humor and satire in the target language and culture.	CUL A 12.3	Individual projects and presentations.	Films Television Political cartoons and comics Ethnic jokes International Cartoons

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FOREIGN LANGUAGE LEVEL 5/ADVANCED PLACEMENT

OHIO BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS
Analyze, discuss and report on a wide variety of practices and perspectives of the target culture. (cont.)	*18. Analyze social and geographic factors that affect cultural practices (e.g., family structure, political institutions, religious beliefs, climate, and terrain).	CUL A 12.4	Teaching across the curriculum; lecture; presentation; problem-based learning (PBL) including surveys of cultural practices.	Library and Internet research Authentic texts CFHS Library Resources
Participate in and discuss a wide variety of cultural practices.	19. Identify and simulate regionalisms of the target culture (e.g., dress/ costumes, foods, homes) and language (e.g., vocabulary, expressions, pronunciation/dialect).	CUL B 12.5	Field trips to local ethnic clubs and restaurants; individual research; classroom presentations; foreign language trips; problem based learning	Local ethnic clubs and restaurants On-line field trips
Analyze, discuss and report on a wide variety of products and perspectives of the target culture.	20. Research and report on themes, ideas and perspectives related to the products of the cultures studied and how these products have changed over time.	CUL C 12.6	Individual projects and presentations; interviews.	Library and Internet research Local foreign companies Local U.S. companies with international marketing or multinational operations Cleveland World Trade Center
"	*21. Identify, discuss and analyze social, economic and political intangible products of the target language culture (e.g., conversion to the Euro, limited versus universal suffrage).	CUL C 12.7	Teaching across the curriculum; lecture; presentation; current events; interviews; problem based learning	Library and Internet research CFHS Library Resources
"	*22. Experience, discuss and analyze selections from various literary genres and the fine arts of the target culture.	CUL C 12.8	Individual projects and presentations; field trips	Museum field trips Authentic texts Library and internet research Gallery Guide Spanish Spanish: <i>Abriendo Paso</i> , Prentice Hall
Analyze, discuss and report on significant contributions from the target culture.	23. Assess the economic and social impact of tangible products of the target culture on the world (e.g., aqueducts, printing press, abacus).	CUL D 12.9	Teaching across the curriculum; classroom lecture and discussion; fieldtrips.	Library and Internet research Visit local foreign companies

Key to Reference Column:

Line 1: (Standard) COM = Communicate in languages other than English

CON = Connect with other disciplines and acquire information

MUN = Participate in multilingual communities and cultures at home and around the world

Line 2: Ohio Benchmark Within Standard

Line 3: Grade Level . Indicator Number

Key to Other Abbreviations: TL – Target Language E – English TPR – Total Physical Response

CUL = Gain knowledge and understanding of other cultures

PAR = Develop insight into the nature of language and culture

FOREIGN LANGUAGE

LEVEL 5/ADVANCED PLACEMENT

OHIO BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS
Investigate, analyze and present concepts from across disciplines.	24. Prepare and deliver a presentation using various media about a specific time in history focusing on events that affected both the students' own culture and the target culture (e.g., the Great Depression, World War II, political revolution).	CON A 12.1	Teaching across the curriculum, individual research. PowerPoint presentations	Library and Internet research Video and audio resources
"	25. Discuss, propose and justify solutions to interdisciplinary issues (e.g., political issues, historical concepts, health issues, environmental concerns).	CON A 12.2	Teaching across the curriculum; classroom discussion and debate.	Library and Internet research: authentic texts Spanish: <i>Triángulo</i> , Wayside Publishing, Ch 2, 3, 10
"	*26. Acquire and analyze information from a variety of authentic target language resources to complete projects in other disciplines (e.g., reference "Le Monde" for information on French political election, reference Livy for report on the history of Rome).	CON A 12.3	Teaching across the curriculum; classroom lecture, discussion and debate; reading authentic texts; problem based learning	Library and Internet research: authentic texts Spanish: upper level language textbooks
"	27. Combine information from other disciplines with information from authentic target language sources to complete activities in the foreign language classroom (e.g., tessellations from geometry for Arabic project, ecosystems).	CON A 12.4	Teaching across the curriculum; cross teaching.	Texts from other classes Historical and contemporary films Faculty interviews
Investigate, analyze and present information and viewpoints from the target culture using authentic sources, and apply understandings across disciplines.	28. Develop, propose and justify solutions to global issues and problems (e.g., drunk driving, treatment of the elderly) from the perspective of diverse groups.	CON B 12.5	Teaching across the curriculum; classroom lecture, discussion and debate; reading authentic texts; problem based learning	Library and Internet research Local ethnic clubs Cleveland World Trade Center

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FOREIGN LANGUAGE LEVEL 5/ADVANCED PLACEMENT

OHIO BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS
Investigate, analyze and present information and viewpoints from the target culture using authentic sources, and apply understandings across disciplines. (cont.)	*29. Read, view, listen to and discuss topics in popular media to analyze viewpoints of the target culture.	CON B 12.6	Read authentic texts, listen to authentic music and speech and view authentic films; classroom discussion and debate	Field trips to local city forum Guest speakers Authentic texts and films
Analyze and discuss linguistic structures and conventions of the target language and English	*30. Analyze and discuss etymological roots of English words from the target culture (e.g., Latin porto [carry] leads to transport, portable, porter, port).	PAR A 12.1	Identify grammatical structure in which to correctly produce TL	Grammar worksheets Internet practice Lecture Authentic texts Oxford Language Reference Spanish: <i>Triángulo</i> student workbook
Analyze and explain how the target language and English express meaning through variations in style.	*31. Analyze literary allusions that represent a cultural awareness of the target language and English (e.g., quixotic, seize the day, waiting for Godot, Murasaki Shikibu, Don Juan).	PAR B 12.2	Describe how languages produce culture-specific expressions (thumb holding vs. finger crossing)	Authentic texts Library and internet sources Native speakers Films Spanish Spanish: <i>Abriendo Paso</i> , Prentice Hall; upper level texts
Analyze and discuss how products, practices and perspectives of the students' own culture and the target culture overlap and differ.	*32. Compare and contrast graphs and statistical information on various topics (e.g., population, income) about the target culture with similar information about the U.S.	PAR C 12.3	Synthesize census information in written and spoken form.	Authentic texts Library and internet sources The Economist U.S. State Department CIA World Factbook

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Analyze and discuss how products, practices and perspectives of the students' own culture and the target culture overlap and differ. (cont.)	*33. Analyze how the media presents political or historical events in the target culture and in the students' own culture.	PAR C 12.4	Describe how current and past events compare with real life	Films Television Magazines and authentic texts Internet resources News Link Spanish
Discuss the concept of culture through analysis of products, practices and perspectives of the target culture and students' own culture.	*34. Analyze unique differences between the target culture and students' own culture and explain the reasons for such differences (e.g., driving habits, use of eating utensils).	PAR D 12.5	Explore cultural differences in everyday activities and expressions.	Television Films Interviews with native speakers Authentic texts International Issues
"	35. Explain how actions in the target culture and students' own culture are reflections of peoples' beliefs and attitudes (e.g., outside footwear not worn inside).	PAR D 12.6	Explore cultural differences in everyday activities, religious beliefs, superstitions, and celebrations	Read authentic texts Films Television Lecture Classroom discussion Native speakers International Herald Tribune
Provide information or services to individuals, the school or the community using knowledge of the target language and culture.	36. Help organize and participate in activities for the school or community (e.g., tutoring, teaching, translating/ interpreting, assisting speakers of other languages, hosting an international dinner).	MUN A 12.1	Apply language skills to real life situations	Holiday parties for disadvantaged native speakers TL tutoring and ESL tutoring Language festivals for the community
Perform original or authentic works for a school or community event.	37. Perform original or authentic works for a school or community event (e.g., sing, dance, act).	MUN B 12.2	Public performance in target language (e.g. plays, skits and musicals; student produced videos; foreign language festivals).	Spanish: <i>Abriendo Paso</i> , Prentice Hall, Ch 27

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Perform original or authentic works for a school or community event. (cont.)	38. Present original written and illustrated stories to others.	MUN B 12.3	Write and illustrate authentic texts in TL.	Computer publishing Internet resources Webpage design PowerPoint design
Sustain communication with people locally and around the world.	39. Establish and maintain communication with speakers of the target language (e.g., pen pals, e-pals, people in the community) to exchange perspectives on issues and problems of mutual concern.	MUN C 12.4	Authentic effective communication with native speakers in TL.	Chat rooms Pen-pals and e-pals On-line bulletin boards Guest books Blogs Interviews with native speakers
Report information about and personal reactions to various products, media and services of the target culture.	*40. Explore opportunities to live, travel or study in a target language country and report findings to others (e.g., research programs offered by service organizations, universities, government agencies).	MUN D 12.5	Authentic experiences in TL.	Student exchange programs (Rotary, AFS, ISE) Internships Study Abroad Programs
"	41. Report on interactions (e.g., teleconferencing, face-to-face meeting, instant messaging) with target language speakers related to common interests (e.g., teaching each other dances or songs, sharing recipes, comparing strategies for electronic games or simulations).	MUN D 12.6	"	Internet gaming Distance learning Guest speakers and performers
"	42. Discuss with others oral, print and visual texts from a variety of media (e.g., print media, movies, TV, Internet).	MUN D 12.7	Apply foreign language skills to authentic situations.	Foreign language clubs Conversation groups Book and movie clubs

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Report information about and personal reactions to various products, media and services of the target culture. (cont.)	43. Contact target culture organizations (e.g., business alliances, universities, service organizations) to obtain information of personal interest through a variety of means (e.g., Web inquiry, letter, videoconference) and report findings to others.	MUN D 12.8	Authentic application of language skills over a wide-ranging variety of settings and instances.	Write/e-mail embassies Cultural organizations (museums, symphonies, academic organizations) Embassy Guide
Attend, participate in or view target culture events and describe to others.	44. Attend, participate in or view via media, target culture events (e.g., fairs, festivals, exhibits and performances; programs given by Japanese/ American Society, Red Cross, consulates) and describe to others.	MUN E 12.9	Synthesize information gathered from authentic experiences for presentation and sharing with others.	Visit embassies Cultural organizations (museums; symphonies, concerts and musicals; academic organizations) Television Film Streaming internet video Embassy Guide
Evaluate and discuss how understanding of another language and culture enhances job skills and career options.	45. Participate in a mock job interview for a position in which proficiency in the target language is an asset.	MUN F 12.10	Apply language skills to potential real life opportunities and situations. Role playing Skits	Guest speakers Cleveland World Trade Center
"	46. Contact corporations, government agencies and volunteer organizations and report on the specific job benefits of being proficient in a second language.	MUN F 12.11	Link language skills to career opportunities through authentic contacts.	Field trips Interview with local international companies Embassies Guest speakers Library and internet research Cleveland World Trade Center
Develop evaluative tools and implement group strategies to complete tasks and solve problems.	*47. Work cooperatively (e.g., define a problem, evaluate options, develop consensus, propose and justify solutions) on tasks related to a wide variety of issues and problems.	MUN G 12.12	Group projects; problem based learning activities; role plays; skits Jigsaw activities	Internships Community service opportunities

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FOREIGN LANGUAGE EDUCATION EVALUATION

Assessment is an integral part of the instruction and curricular process within the Foreign Language Course of Study. The assessments are designed to help address the individual needs of the students and measure student learning in relation to the Foreign Language benchmarks and indicators. Assessments can take many forms-both formal and informal. These assessments are used on a daily basis with student learning to enhance the day-to-day instruction, formulate student grades and provide feedback for the students. These assessments are also used to conduct program evaluation and to develop and revise the program objectives.

PUPIL EVALUATION TOOLS

- Written tests
- Speaking tests
- Reading tests
- Listening tests
- Daily participation
- Self evaluations/Performance rubrics
- Public performances
- Teacher observation

PROGRAM EVALUATION

In addition to pupil evaluation, the other important component of evaluation is program evaluation. No program or course of study is ideal for all time. Current research in the field and the changing needs of students necessitate that the programs be evaluated on a regular basis.

CURRICULUM STUDY CYCLE 2005 - 2010

Content Area	2005 - 2006	2006 – 2007	2007 – 2008	2008 - 2009	2009 - 2010
English Language Arts	4	5	1	2	3
Music	4	5	1	2	3
Foreign Language	3	4	5	1	2
Family/Consumer Science	3	4	5	1	2
Science	2	3	4	5	1
Gifted & Talented	2	3	4	5	1
Guidance	2	3	4	5	1
Art	2	3	4	5	1
Social Studies	1	2	3	4	5
Technology	1	2	3	4	5
Business	1	2	3	4	5
Library	1	2	3	4	5
Mathematics	5	1	2	3	4
Health	5	1	2	3	4
Physical Education	5	1	2	3	4

KEY

- 1 - **Study Group** – Research best practices, study state and national standards and post secondary
- 2 – **Action Research** – Evaluate current instructional practices in light of research based practices
- 3 – **Curriculum Writing** – Develop the course of study and grade level assessment calendar
- 4 – **Lesson Study** – Implement and evaluate curriculum and newly adopted materials, develop / establish assessments
- 5 – **Lesson Study** – Implement and evaluate curriculum and newly adopted materials, develop / refine assessments