

OHIO DEPARTMENT OF EDUCATION  
ACADEMIC CONTENT STANDARDS  
FOREIGN LANGUAGE CHECKLIST  
~GRADE 12~

**Communication: Communicate in languages other than English**—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.

*Benchmark A: 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.

*Benchmark B: 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.
- \_\_\_ 3. Develop and propose solutions to issues and problems that are of concern to the students’ own community or to the target culture community.

*Benchmark C: Use a wide range of strategies to negotiate meaning.*

- \_\_\_ 4. Negotiate meaning through a range of strategies (e.g., questions, interjections, circumlocution).

*Benchmark D: Give and follow a series of complex directions.*

- \_\_\_ 5. Give and follow complex directions, instructions and requests (filling out job applications, renting an apartment).

*Benchmark E: 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).

*Benchmark F: 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).

*Benchmark G: 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.

*Benchmark H: 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.
- \_\_\_ 10. Analyze expressive products of the target culture (e.g., selections from various literary genres, fine arts).

*Benchmark I: 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, CDROMs).

*Benchmark J: Present information and ideas on a range of topics.*

- \_\_\_ 12. Present analyses and personal reactions to authentic written texts.
- \_\_\_ 13. Prepare and present a research-based analysis of a current event from the perspective of both the United States and the target culture.

*Benchmark K: 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).

**Cultures: Gain knowledge and understanding of other cultures**—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).

*Benchmark A: Analyze, discuss and report on a wide variety of practices and perspectives of the target culture.*

- \_\_\_ 1. 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).
- \_\_\_ 2. Analyze how people in the target culture view the role of the United States in the world.
- \_\_\_ 3. Recognize and interpret elements of humor and satire in the target language and culture.
- \_\_\_ 4. Analyze social and geographic factors that affect cultural practices (e.g., family structure, political institutions, religious beliefs, climate, terrain).

**Benchmark B:** Participate in and discuss a wide variety of cultural practices.

- \_\_\_5. Identify and simulate regionalisms of the target culture (e.g., dress/costumes, foods, homes) and language (e.g., vocabulary, expressions, pronunciation/dialect).

**Benchmark C:** Analyze, discuss and report on a wide variety of products and perspectives of the target culture.

- \_\_\_6. Research and report on themes, ideas and perspectives related to the products of the cultures studied and how these products have changed over time.
- \_\_\_7. 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).
- \_\_\_8. Experience, discuss and analyze selections from various literary genres and the fine arts of the target culture.

**Benchmark D:** Analyze, discuss and report on significant contributions from the target culture.

- \_\_\_9. Assess the economic and social impact of tangible products of the target culture on the world (e.g., aqueducts, printing press, abacus).

**Connections: Connect with other disciplines and acquire information**—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.

**Benchmark A:** Investigate, analyze and present concepts from across disciplines.

- \_\_\_1. 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).

- \_\_\_2. Discuss, propose and justify solutions to interdisciplinary issues (e.g., political issues, historical concepts, health issues, environmental concerns).

- \_\_\_3. 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).

- \_\_\_4. 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).

**Benchmark B:** Investigate, analyze and present information and viewpoints from the target culture using authentic sources, and apply understandings across disciplines.

- \_\_\_5. Develop, propose and justify solutions to global issues and problems (e.g., drunk driving, treatment of the elderly) from the perspective of diverse groups.

- \_\_\_6. Read, view, listen to and discuss topics in popular media to analyze viewpoints of the target culture.

**Comparisons: Develop insight into the nature of language and culture**—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).

**Benchmark A:** Analyze and discuss linguistic structures and conventions of the target language and English.

- \_\_\_1. Analyze and discuss etymological roots of English words from the target culture (e.g., Latin porto [carry] leads to transport, portable, porter, port).

**Benchmark B:** Analyze and explain how the target language and English express meaning through variations in style.

- \_\_\_2. 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).

**Benchmark C:** Analyze and discuss how products, practices and perspectives of the students' own culture and the target culture overlap and differ.

- \_\_\_3. 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.
- \_\_\_4. Analyze how the media presents political or historical events in the target culture and in the students' own culture.

**Benchmark D:** Discuss the concept of culture through analysis of products, practices and perspectives of the target culture and students' own culture.

- \_\_\_5. 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).
- \_\_\_6. 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).

**Communities: Participate in multilingual communities and cultures at home and around the world**—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.**

**Benchmark A:** *Provide information or services to individuals, the school or the community using knowledge of the target language and culture.*

- \_\_\_ 1. 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).

**Benchmark B:** *Perform original or authentic works for a school or community event.*

- \_\_\_ 2. Perform original or authentic works for a school or community event (e.g., sing, dance, act).  
\_\_\_ 3. Present original written and illustrated stories to others.

**Benchmark C:** *Sustain communication with people locally and around the world.*

- \_\_\_ 4. 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.

**Benchmark D:** *Report information about and personal reactions to various products, media and services of the target culture.*

- \_\_\_ 5. 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).  
\_\_\_ 6. 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).  
\_\_\_ 7. Discuss with others oral, print and visual texts from a variety of media (e.g., print media, movies, TV, Internet).  
\_\_\_ 8. 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.

**Benchmark E:** *Attend, participate in or view target culture events and describe to others.*

- \_\_\_ 9. Attend, participate in or view via media, target culture events (e.g., fairs, festivals, exhibitions and performances; programs given by Japanese/American Society, Red Cross, consulates) and describe to others.

**Benchmark F:** *Evaluate and discuss how understanding of another language and culture enhances job skills and career options.*

- \_\_\_ 10. Participate in a mock job interview for a position in which proficiency in the target language is an asset.  
\_\_\_ 11. Contact corporations, government agencies and volunteer organizations and report on the specific job benefits of being proficient in a second language.

**Benchmark G:** *Develop evaluative tools and implement group strategies to complete tasks and solve problems.*

- \_\_\_ 12. 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.