

OHIO DEPARTMENT OF EDUCATION
ACADEMIC CONTENT STANDARDS
FOREIGN LANGUAGE CHECKLIST
~GRADE 2~

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: Ask and answer questions and share preferences on familiar topics.

- ___ 1. Ask and answer questions about likes and dislikes (e.g., What is your favorite color?/¿Cuál es tu color favorito? What fruit don’t you like?/Welche Frucht hast du nicht gern?).

Benchmark B: Exchange personal information.

- ___ 2. Exchange simple messages (e.g., telephone conversations, thank-you notes) following a model.

Benchmark C: Request clarification.

- ___ 3. Ask questions for clarification about daily activities and classroom routines (e.g., What’s for lunch? Who’s the line leader?).

Benchmark D: Give and follow a short sequence of instructions.

- ___ 4. Make simple requests for peers to follow (e.g.,

Stand up./Tatte kudasai. Steh auf. Turn around./Da la vuelta. Listen./tīng.).

Benchmark E: Respond appropriately to requests accompanied by gestures and other visual or auditory cues, and follow directions.

- ___ 5. Respond to a sequence of requests (e.g., Go to the door and knock three times./Camina a la puerta y toca tres veces.).
- ___ 6. Read and follow simple directions (e.g., Write your name./Namae o kaite kudasai. Color the flower red./Colorea la flor roja.).

Benchmark F: Identify people and objects based on descriptions.

- ___ 7. Identify accurate and inaccurate descriptions of people and objects (e.g., Snow is cold. The ball is square.).

Benchmark G: Decode words, phrases and sentences using knowledge of letter/symbol-sound correspondences and contextual cues.

- ___ 8. Read high-frequency sight words using visual cues (e.g., diacritical marks, tone marks).

Benchmark H: Identify the main idea and describe characters and setting in oral, signed or written narratives.

- ___ 9. Answer simple questions concerning essential elements of a story (e.g., who? what? when? where? how?).
- ___ 10. Create and describe illustrations to demonstrate comprehension of texts (e.g., draw or cut out pictures, select computer graphics).
- ___ 11. State the main point of a familiar narrative.

Benchmark I: Dramatize songs, short stories, poetry or activities.

- ___ 12. Recite a poem or rhyme with body movements.

Benchmark J: Tell or retell stories.

- ___ 13. Retell or dramatize a poem, rhyme or familiar children’s story.
- ___ 14. Present readings of short, familiar texts containing memorized or highly practiced phrases.

Benchmark K: Present information orally, signed or in writing.

- ___ 15. Label familiar objects or people (e.g., school supplies, family members, geometric shapes) and share with others.

Benchmark L: Apply age-appropriate writing process strategies to write short, guided paragraphs on various topics.

- ___ 16. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing) to simple sentences.

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: Observe, identify and describe simple patterns of behavior of the target culture.

- ___ 1. Identify appropriate patterns of behavior (e.g., gestures used with friends and family).

Benchmark B: Identify and imitate gestures and oral expressions to participate in age-appropriate cultural activities.

- ___ 2. Use appropriate gestures with target language

expressions (e.g., asking permission, passing out materials, etiquette, greetings and leave taking).

- ___ 3. Sing/sign songs, play games and celebrate events from the target culture.

Benchmark C: *Observe, identify, describe and reproduce objects, images and symbols of the target culture.*

- ___ 4. Make a tangible cultural product (e.g., a craft, toy, food, flag).
___ 5. Identify characteristics of cultural items (e.g., toys, clothing, foods).
___ 6. Identify well-known, contemporary or historical people from the target culture (e.g., athletes, artists).

Benchmark D: *Identify distinctive contributions made by people in the target culture.*

- ___ 7. Identify some major contributions from the target culture (e.g., food, sports, music).

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: *Describe concepts and use skills from across disciplines.*

- ___ 1. Identify and use appropriate terms of measurement, currency and time (e.g., measure clothing in centimeters, count target culture money, tell time).
___ 2. Locate target language country/countries on the globe or world map, using a visual or oral cue.
___ 3. Retell a story by charting or graphing important elements, with teacher assistance.

Benchmark B: *Identify viewpoints of the target culture through authentic sources and expressive products.*

- ___ 4. Listen to an adapted story or folktale from the target culture and retell the story using visual cues and verbal prompts.

- ___ 5. Listen to music from the target culture and name the instruments used.
___ 6. 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.

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: *Identify and describe linguistic structures and writing systems of the target language and English.*

- ___ 1. Identify and describe the sound-symbol associations of English and the target language (e.g., Spanish versus English "rosa;" Latin hard "c" and "g" sounds).

Benchmark B: *Recognize that linguistic structures carry meaning and vary across languages.*

- ___ 2. Identify levels of politeness, and formal and informal language (e.g., greetings, titles).

Benchmark C: *Identify and describe patterns of behavior in various cultural settings.*

- ___ 3. Identify and describe cultural patterns, behaviors and activities (e.g., families, schools).

Benchmark D: *Identify and describe products of the target culture and students' own culture.*

- ___ 4. Identify similarities and differences

between tangible products of the target culture and students' own culture (e.g., school supplies, toys).

- ___ 5. Compare means of measurement, currency and time in the target culture and students' own culture (e.g., inches versus centimeters, pesos, yen, Euro versus dollars, 24-hour time, U.S. versus Chinese calendar).

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: *Present information about the target language and culture to others.*

- ___ 1. Participate in activities for the school or community (e.g., participate in international festivals, read aloud to others).

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

- ___ 2. Perform songs, poetry and stories for classroom, school or community events.

Benchmark C: *Exchange information with people locally or around the world.*

- ___ 3. Write a teacher-guided group letter to an e-pal or pen pal.

Benchmark D: *Use various products and media from the target culture and language for personal enjoyment.*

- ___ 4. Use various media in the target language for study or pleasure (e.g., stories, children's magazines, music, songs, art).
___ 5. Listen and respond (e.g., sing, draw a picture,

indicate favorites, identify keywords) to songs, stories and instrumental music of the target culture.

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

- ____ 6. Participate in multicultural school or community events or visit ethnic shops/restaurants in the community and share with others.

Benchmark F: *Organize and present basic information about various careers, including those that require understanding of another language and culture.*

- ____ 7. Identify and role play community professions (e.g., fire safety officers, police officers, teachers, doctors).
- ____ 8. Identify basic technologies in the classroom, school and workplace (e.g., computers, telephones, TVs, fax machines).

Benchmark G: *Work cooperatively in groups to accomplish a task.*

- ____ 9. Identify and use effective group strategies to complete a short project (e.g., assigning drawings and short descriptions of characters to each group member based on a story).