

**OHIO DEPARTMENT OF EDUCATION
ACADEMIC CONTENT STANDARDS
FOREIGN LANGUAGE CHECKLIST
~GRADE 4~**

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 personal needs and wants (e.g., school supplies, food, health).

Benchmark B: Exchange personal information.

___ 2. Exchange information about personal interests (e.g., likes, dislikes, what they are doing, what they are planning to do).

Benchmark C: Request clarification.

___ 3. Ask questions to clarify information (e.g., ask questions about a story, video, demonstration).

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

___ 4. Give and follow a sequence of instructions (e.g., how to play a game, how to get to a certain place).

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

___ 5. Follow a series of requests or instructions (e.g., make a sandwich, follow a treasure hunt map).

Benchmark F: Identify people and objects based on descriptions.

___ 6. Create and use graphic organizers (e.g., Venn Diagrams, webs).

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

___ 7. Decode the meaning of phrases and sentences from contextual cues.

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

___ 8. Identify and state the main idea, and describe characters and settings of narratives and media presentations.

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

___ 9. Explain an everyday activity to peers through actions and words (e.g., making a sandwich, washing your face).

Benchmark J: Tell or retell stories.

___ 10. Write and tell a simple, original story.

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

___ 11. Write and share lists, phrases and sentences about pictures or everyday topics (e.g., animals, family members, numbers, primary/secondary colors).

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

___ 12. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing) to short, guided paragraphs on various topics (e.g., family, preferences, favorite colors).

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. Describe daily routines of target language peers learned through media or technology.

___ 2. Identify some common beliefs and attitudes within the target culture (e.g., social etiquette, roles of individual family members).

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

___ 3. Participate in cultural activities (e.g., games, songs, holiday celebrations).

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

___ 4. Identify and describe objects, images and symbols of the target culture (e.g., monuments, flags, dwellings).

___ 5. Identify, read about or participate in expressive products of target culture peers (e.g., selections from children’s literature, types of artwork, dances).

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

- ___6. Identify contributions of people from the target culture (e.g., explorers, musicians, scientists).

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. Describe and write about topics (e.g., animals, fact/opinion, goods and services) in the target language.
- ___2. Use skills (e.g., classifying, labeling, organizing data) in the target language.
- ___3. Use target language resources (e.g., community speakers, technology) to reinforce topics.
- ___4. Read and interpret pictographs, bar graphs, line graphs, tables or timelines.
- ___5. Compare different responses (e.g., parent’s, peer’s, teacher’s, artist’s) to the same work of art.

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

- ___6. Use information from target language sources (e.g., articles, Web sites, brochures, ads) to gain insights into other cultures.
- ___7. Read, listen to and identify elements in works of children’s literature (e.g., characters, setting, plot).

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 writing systems of the target language and English (e.g., characters, directionality).

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

- ___2. Identify idiomatic expressions (e.g., tener hambre, il fait froid) in order to derive meaning from a variety of sources (e.g., authentic texts, stories, drama, poems).
- ___3. Identify cognates and sentence and grammatical structures (e.g., subject versus indirect object: Mater filiae dabat, victor hostem vincit; Il y a un restaurant dans la rue Charlemagne; Watashi wa ringo o tabemasu) from oral, signed or written texts to drive meaning.
- ___4. Differentiate formal and informal language in a variety of situations.

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

- ___5. Identify and describe the meaning and importance of perspectives and practices in different cultures (e.g., mealtimes, holidays and holiday customs, greetings).

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

- ___6. Identify and describe similarities and differences between products (e.g., toys, games, clothing) of the target culture and students’ own culture.

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., tutor peers, read aloud to someone, make school announcements, make bulletin board displays).
- ___2. Plan real or imaginary travel (e.g., locations, lodging, schedule, interaction with target culture) and present to others (e.g., student-made brochures, videos, slide show presentations).

Benchmark B: Perform for a school or community event.

- ___3. Perform songs, poetry, stories, skits or plays for classroom, school or community events.

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

- ___4. Exchange information with people locally and around the world (e.g., pen pals, e-mail, video).

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

- ___5. Use various media in the target language for personal enjoyment (e.g., age-appropriate videos, DVDs, CDs, karaoke, comics) and share with others.

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

- ___6. Attend, participate in or view via media, target

culture events (e.g., fairs, festivals, exhibits, theatre, family celebrations) 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. Investigate local and state careers through a variety of sources (e.g., texts, speakers' bureau, brochures).

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

____8. Work in groups to complete a project using a variety of tools (e.g., checklists, rubrics).