

OHIO DEPARTMENT OF EDUCATION
ACADEMIC CONTENT STANDARDS
FOREIGN LANGUAGE CHECKLIST
~GRADE 6~

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: Engage in oral, written or signed conversation on familiar topics.

- ___ 1. Carry on conversations or interviews about familiar topics (e.g., school rules, sport teams, movies, music).

Benchmark B: Express personal preferences and feelings, and support opinions.

- ___ 2. Exchange opinions about familiar topics in written, oral or signed form (e.g., favorite pet, homework).

Benchmark C: Request and provide clarification.

- ___ 3. Clarify meaning through logical sequencing (e.g., First, he opened the door. Then, he came in. Finally, he spoke.).

Benchmark D: Give and follow multistep directions..

- ___ 4. Give and follow a short sequence of oral, signed and/or written requests.

Benchmark E: Use culturally appropriate language and gestures in a variety of social settings.

- ___ 5. Use culturally appropriate gestures in everyday social situations (e.g., greetings, farewells, introductions).

Benchmark F: Follow multistep directions.

- ___ 6. Respond appropriately to complex directions (e.g., getting to school, completing a craft project).

Benchmark G: Derive meaning using aural, visual and contextual clues.

- ___ 7. Interpret culturally appropriate verbal and nonverbal communication (e.g., interjections, gestures, proximity).

Benchmark H: Identify a speaker’s or author’s purpose and discuss the main idea, characters and supporting details in a variety of media.

- ___ 8. Identify the purpose and main idea, and describe characters, setting and important events in age-appropriate media (e.g., print, audio, visual).

Benchmark I: Narrate an event, a personal experience or an original story.

- ___ 9. Narrate orally, visually or in writing, with relevant details, an event or personal experience (e.g., special celebrations, family trip).

Benchmark J: Present original work and cultural material.

- ___ 10. Create and present student-generated works (e.g., skits, songs, poems, stories, reports).

Benchmark K: Apply age-appropriate writing process strategies to publish a document for a range of audiences.

- ___ 11. 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: Investigate, discuss and report on practices and perspectives of the target culture.

- ___ 1. Discuss social conventions of the target culture (e.g., shopping, afterschool activities, family, friendships).
___ 2. Discuss appropriate ways to interact with individuals from the target language culture (e.g., cheek kissing, personal space).

Benchmark B: Participate in and discuss age-appropriate cultural practices.

- ___ 3. Investigate and simulate holidays observed by the target culture (e.g., Day of the Dead, Chinese New Year, Lupercalia).

Benchmark C: Investigate, discuss and report on products and perspectives of the target culture.

- ___ 4. Investigate and report on products of the target culture (e.g., music, traditional clothing, food, art).
___ 5. Investigate and demonstrate how products are used in daily life (e.g., clothing, food, transportation).

Benchmark D: Identify significant contributions and historical figures from the target culture.

- ___ 6. Identify and describe well-known contributions of the target culture (e.g., literature, types of governments, religions).

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 and report on concepts from across disciplines.

- ____ 1. Discuss literary works in terms of plot, character, setting or other literary elements (e.g., imagery, alliteration, symbols, genre).
- ____ 2. Identify locations using map skills (e.g., longitude, latitude).
- ____ 3. Compare time zones across various communities or countries.
- ____ 4. Identify similarities and differences in the styles of artists from various world cultures.

Benchmark B: Obtain information and discuss viewpoints from the target culture using authentic sources, and apply understandings to concepts from across disciplines.

- ____ 5. 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.
- ____ 6. Gather, organize and present information and viewpoints related to selected target language countries and communities using age-appropriate sources.

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 discuss linguistic structures of the target language and English.

- ____ 1. Identify word roots to determine word meanings.

Benchmark B: Compare and contrast how linguistic structures carry meaning and vary across languages.

- ____ 2. 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?).

Benchmark C: Compare and contrast practices and perspectives of the target culture and students' own culture.

- ____ 3. Compare and contrast cultural practices and perspectives related to daily activities (e.g., family, schools, sports).
- ____ 4. Compare and contrast perspectives related to observances, rites of passage, traditions and celebrations (e.g., veilings, bulla dedications, quinceañera, weddings, Bastille Day, Cerealia).

Benchmark D: Compare and contrast products and perspectives of the target culture and students' own culture.

- ____ 5. Compare and contrast products related to cultural practices (e.g., veils, fireworks, announcements in the newspaper, toga virilis/toga of manhood) in 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: Provide information or services to individuals, the school or the community using knowledge of the target language and culture.

- ____ 1. Participate in activities for the school or community (e.g., teaching a song or poem to younger students, peer tutoring).

Benchmark B: Perform for a school or community event.

- ____ 2. Perform for, or participate in, school and community celebrations of the target culture.

Benchmark C: Engage in communication with people locally and around the world.

- ____ 3. Communicate with e-pals or pen pals about topics of personal and/or community interest (e.g., school-related activities, popular fashions).

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

- ____ 4. Play sports or games from the target culture.
- ____ 5. Listen to and discuss music, sing songs or play musical instruments from the target culture.
- ____ 6. Read short narratives or poems and share with others.

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

- ____ 7. Visit, or view via media, community sites that feature art, dance and/or music of the target culture and describe to others.

Benchmark F: *Identify and present information about various careers that require understanding of another language and culture.*

- ____ 8. Acquire information from professionals in careers in which a second language and cultural knowledge are useful.
- ____ 9. Explain how understanding other languages and cultures promotes successful business and work relationships.
- ____ 10. Recognize generalizations related to careers about gender, culture and age, and provide counterexamples (e.g., astronaut=man/Sally Ride).

Benchmark G: *Prepare and implement tools to facilitate group projects.*

- ____ 11. Work cooperatively (e.g., interpret texts and graphics, document-based questions, learning centers) to investigate a given topic (e.g., geography and its influence on a given culture).