

OHIO DEPARTMENT OF EDUCATION  
ACADEMIC CONTENT STANDARDS  
FOREIGN LANGUAGE CHECKLIST  
~GRADE 7~

**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. Engage in oral, visual or written exchanges to obtain and provide information related to target language cultures or topics from other content areas.

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

- \_\_\_ 2. Express, discuss and support feelings, emotions or opinions about familiar topics.

**Benchmark C:** Request and provide clarification.

- \_\_\_ 3. Clarify meaning (e.g., restatement, asking questions).

**Benchmark D:** Give and follow multistep directions..

- \_\_\_ 4. Give and follow a short series of oral, signed and/or written requests.

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

- \_\_\_ 5. Use appropriate language and gestures when interacting with peers and adults in a variety of social settings.

**Benchmark F:** Follow multistep directions.

- \_\_\_ 6. Respond appropriately to complex directions (e.g., making accent marks on the computer, completing a report).

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

- \_\_\_ 7. Derive meaning through the use of various clues (e.g., prefixes, suffixes, root words, cognates, intonation, word order).

**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. Outline information gathered from a nonfiction source (e.g., newspapers, magazines, Web sites, historical texts).  
\_\_\_ 9. Predict the outcome of a story from age-appropriate media (e.g., print, audio, visual).

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

- \_\_\_ 10. Write, tell or dramatize an original story using description, narration and detail.

**Benchmark J:** Present original work and cultural material.

- \_\_\_ 11. Produce and share informal and formal communication (e.g., fliers, posters, videos).

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

- \_\_\_ 12. 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. Research and report on a variety of topics from the target culture (e.g., entertainment, nutrition/health, gender roles).

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

- \_\_\_ 2. 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).

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

- \_\_\_ 3. Identify important symbols associated with the target culture (e.g., Roman eagle, French fleur-de-lis) and explain their significance.  
\_\_\_ 4. 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).

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

- \_\_\_ 5. Investigate and discuss how ancient cultures influence modern cultures (e.g., legal practices, holiday celebrations, architecture).

**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. Identify and/or demonstrate styles of authentic music or dance.
- \_\_\_ 2. Convert U.S. units of measurement to the measurement system of the target culture.
- \_\_\_ 3. Research and discuss health issues of adolescents in the target culture.
- \_\_\_ 4. Create and present a project about a target culture community that incorporates interdisciplinary content (e.g., graphics, artwork, maps, points of interest, authentic music).
- \_\_\_ 5. Investigate and share findings on how geography and climate influence the lives of people in the target culture.

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

- \_\_\_ 6. Summarize coverage of a current event from a target language news source.
- \_\_\_ 7. Interview a target language speaker to obtain information for a project in another discipline.

**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 prefixes and suffixes to determine word meanings.

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

- \_\_\_ 2. Compare and contrast grammatical categories such as tense, gender and agreement in the target language and English.

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

- \_\_\_ 3. Compare and contrast cultural attitudes and perspectives about various topics (e.g., physical fitness, driving, education).

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

- \_\_\_ 4. Compare products and perspectives from the target culture and students' own culture (e.g., clothing, automobiles, cosmetics).

**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. Present information about the target language and culture to younger students (e.g., celebrations, holidays, the arts).
- \_\_\_ 2. Participate in activities for the school or community (e.g., service projects, assisting speakers of other languages).

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

- \_\_\_ 3. 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.*

- \_\_\_ 4. Communicate with e-pals or pen pals about topics of personal and/or community interest.

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

- \_\_\_ 5. Play sports or games from the target culture.
- \_\_\_ 6. Listen to and discuss music, sing songs or play musical instruments from the target culture.
- \_\_\_ 7. Read short narratives or poems and share with others.

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

- \_\_\_ 8. Attend, participate in or view via media, target culture events (e.g., fairs, festivals, exhibitions, holiday and family celebrations) and describe to others.

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

- \_\_\_ 9. Investigate and present how second language skills are used and what level of proficiency is needed in various local and worldwide careers.
- \_\_\_ 10. Investigate and present work norms (e.g.,

schedules, salary, vacation, women in the work force, retirement age) in a variety of cultures.

- \_\_\_\_ 11. Identify career interests and abilities and evaluate career choices.

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

- \_\_\_\_ 12. 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).