

OHIO DEPARTMENT OF EDUCATION
ACADEMIC CONTENT STANDARDS
FOREIGN LANGUAGE CHECKLIST
~GRADE 8~

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. Interview others to obtain information about cultural and content-related concepts (e.g., school, traditions, the arts).

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

- ___ 2. Exchange information and support opinions about a given problem (e.g., directions, relationships, school situations).

Benchmark C: Request and provide clarification.

- ___ 3. Clarify ambiguities (e.g., I meant Paul, not John.).

Benchmark D: Give and follow multistep directions..

- ___ 4. Give and follow a 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., accessing Internet Web sites, solving multistep mathematical problems).

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

- ___ 7. Derive meaning through the use of various clues (e.g., word order, tone, purpose).

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. Provide a different ending to a story.
___ 9. Use information from authentic sources (e.g., primary, secondary) to summarize, make generalizations and draw conclusions.

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

- ___ 10. Report on a past or present event (e.g., Caesar’s assassination, major school activity).

Benchmark J: Present original work and cultural material.

- ___ 11. Present a simulation of a cultural event (e.g., celebration, holiday).
___ 12. Produce informal and formal written materials (e.g., newsletters, student publications of prose or poetry, Web sites) for specific audiences.

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

- ___ 13. 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. Observe, identify and discuss behavior patterns of the target culture peer group.
___ 2. Identify variations of cultural practices among target language communities (e.g., Senegal/France, Basques in Spain, emperor worship in various regions of the ancient Roman Empire).

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

- ___ 3. Participate in age-appropriate cultural practices (e.g., games, sports, entertainment).

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

- ___ 4. Reproduce artifacts from the target culture (e.g., painting, origami, ancient Roman lamp, piñatas).
___ 5. Discuss expressive products of the target culture (e.g., art, literature, music, dance).

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

- ___ 6. Identify major contributions and historical figures from the target culture (e.g., paper making, textiles, aqueducts, medicine, leaders, inventors).

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. Present reports orally, visually and/or in writing on interdisciplinary topics (e.g., types of government, nutrition, the environment).
- ___ 2. Investigate and report on artwork and artists of the target culture.
- ___ 3. Use knowledge of the target language to clarify and expand English vocabulary (e.g., cognates, derivatives, prefixes and suffixes).

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

- ___ 4. Use target language sources to identify and discuss alternate points of view about topics studied in other disciplines (e.g., current events, colonization, use of pesticides).

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 and discuss less familiar cognates (e.g., culpable, inevitable) and sentence structure comparisons (e.g., placement of prepositions:

magna cum laude=with great praise) to improve language skills.

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

- ___ 2. Discuss how idiomatic expressions and proverbs are used and compare similar expressions in both languages (e.g., darse cuenta/to realize – to give yourself an account; hito no ashi o hipparu/you’re interrupting – people are pulling on my leg; ab ovo usque ad mala – from beginning to end; Tout est bien qui finit bien./All’s well that ends well).
- ___ 3. Compare and contrast target language writing conventions with those in English (e.g., paragraph structure, rhetorical devices, placement of topic sentence).

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

- ___ 4. Compare and contrast differences in cultural traditions and celebrations (e.g., independence day, Saturnalia, Holy Week).

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

- ___ 5. Compare and contrast themes and characters in age-appropriate literature from the target culture and students’ own culture.
- ___ 6. Compare and contrast similarities and differences between the political system of the target culture, other cultures and the 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. Gather information and opinions from target culture sources through a variety of means (e.g., video, Web sites, questionnaires) and present to others.
- ___ 2. Present information about the target language and culture to others (e.g., celebrations, holidays, the arts, use of Latin in biological terminology).

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. Establish personal communication links (e.g., pen pals, e-mails, exchange programs) with peers in the target culture to discuss perspectives on familiar topics.

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

- ___ 5. Explore target culture communities, physically or virtually, and share findings and reactions about areas of personal interest with others.
- ___ 6. Read selections of prose or poetry (e.g., short stories, articles, poems) and share with others.

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

____7. Participate in target culture activities (e.g., weddings, family events) and describe to others.

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

____8. Investigate careers within the target community through the use of authentic sources (e.g., newspapers, media, technology).

____9. Research how people conduct business in target communities (e.g., socializing, job application, individual versus team production).

____10. Investigate and report on businesses and organizations with ties to the target community (e.g., agriculture, manufacturing, technology, export/import; Sister Cities International).

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

____11. Work cooperatively to find solutions (e.g., generate ideas, evaluate alternatives, build consensus) to a given problem (e.g., creating a culturally authentic, nutritious meal based on food guides and budget).