

OHIO DEPARTMENT OF EDUCATION  
ACADEMIC CONTENT STANDARDS  
FOREIGN LANGUAGE CHECKLIST  
~GRADE 9~

**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: Interact using extended spoken, signed or written communication by providing and obtaining information.*

- \_\_\_1. Exchange information via letters, e-mail/video mail, notes, conversations or interviews on familiar topics (e.g., school events, weekend activities, memorable experiences, family life).

*Benchmark B: Express a wide range of feelings and emotions, and discuss and support opinions.*

- \_\_\_2. Express and compare opinions and preferences about information gathered regarding events, experiences and other school subjects.

*Benchmark C: Use a wide range of strategies to negotiate meaning.*

- \_\_\_3. Clarify meaning (e.g., paraphrasing, questioning).

*Benchmark D: Give and follow a series of complex directions.*

- \_\_\_4. Give and follow directions, instructions and

requests (e.g., installing software, dance steps).

*Benchmark E: Interact in a wide range of situations using culturally authentic language and gestures.*

- \_\_\_5. Demonstrate the ability to acquire goods, services or information (e.g., using public transportation, making a hotel reservation, buying food).

*Benchmark F: Follow complex oral, signed or written directions and requests.*

- \_\_\_6. Follow directions, instructions and requests (e.g., recipes, travel directions, prompts on ATMs).

*Benchmark G: Use a variety of reading and listening strategies to derive meaning from texts.*

- \_\_\_7. Use listening and reading strategies (e.g., skimming and scanning techniques) to determine main idea and purpose.

*Benchmark H: Analyze information from a variety of oral, written and visual sources by summarizing, critiquing and explaining texts.*

- \_\_\_8. Summarize information from authentic language materials and artifacts (e.g., TV programs, articles from youth magazines, Internet, videos, currency) and give personal reactions.
- \_\_\_9. Use information acquired from target language sources to solve everyday problems and situations (e.g., using a newspaper to make plans to see a movie, perusing a catalog to shop for a birthday gift, watching a weather forecast to help plan an activity).

*Benchmark I: Create presentations on a range of original or authentic expressive products.*

- \_\_\_10. Create and present a narrative (e.g.,

current events, personal experiences, school happenings).

*Benchmark J: Present information and ideas on a range of topics.*

- \_\_\_11. Present differences in products and practices (e.g., sports, celebrations, school life) found in the target culture.
- \_\_\_12. Prepare and deliver a summary of characters and plot in selected pieces of literature.

*Benchmark K: Apply age-appropriate writing process strategies to produce a variety of documents for publication.*

- \_\_\_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: Analyze, discuss and report on a wide variety of practices and perspectives of the target culture.*

- \_\_\_1. Investigate and report on cultural events (e.g., rites of passage).

*Benchmark B: Participate in and discuss a wide variety of cultural practices.*

- \_\_\_2. Participate in age-appropriate cultural practices (e.g., music, dance, drama).
- \_\_\_3. Interact appropriately in social and cultural situations (e.g., restaurant, bus stop, weddings).

*Benchmark C: Analyze, discuss and report on a wide variety of products and perspectives of the target*

culture.

- \_\_\_ 4. Identify and explain cultural and literary elements of a variety of texts.
- \_\_\_ 5. Explain objects, images and symbols of the target culture (e.g., maneki neko—Japanese cat of happiness and good fortune; Chinese dragon; guyabera—Mexican short sleeved man’s shirt; hijab—Arab female headcovering; kafeeyah—Arab male headcovering).

**Benchmark D:** Analyze, discuss and report on significant contributions from the target culture.

- \_\_\_ 6. Describe the impact of tangible products from the target culture (e.g., handicrafts, commercial goods) on the global community and/or target culture.
- \_\_\_ 7. Discuss the contributions of famous people from the target culture.

**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, analyze and present concepts from across disciplines.

- \_\_\_ 1. Summarize articles or short videos on interdisciplinary topics (e.g., art, metric system, weather and other scientific phenomena).
- \_\_\_ 2. Investigate and discuss interdisciplinary topics (e.g., world health issues, fine arts concepts, geographical terms).

**Benchmark B:** Investigate, analyze and present information and viewpoints from the target culture using authentic sources, and apply understandings across disciplines.

- \_\_\_ 3. Interview a native speaker or expert in the field to develop new insights on topics of interest (e.g., foreign workers’ experience in U.S., access to technologies).
- \_\_\_ 4. Research and explain new points

of view on social issues (e.g., censorship, humane treatment of animals, living with parents after high school, marriage) using authentic target language resources.

**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:** Analyze and discuss linguistic structures and conventions of the target language and English.

- \_\_\_ 1. Analyze and discuss how various linguistic elements are represented in the target language and English (e.g., past tense, cognates, gender).

**Benchmark B:** Analyze and explain how the target language and English express meaning through variations in style.

- \_\_\_ 2. Explain and use conventions of language (e.g., capitalization, punctuation, levels of formality/register).

**Benchmark C:** Analyze and discuss how products, practices and perspectives of the students’ own culture and the target culture overlap and differ.

- \_\_\_ 3. Compare and contrast social conventions of peers in the target culture and students’ own culture (e.g., dating customs, school, family and leisure activities).
- \_\_\_ 4. Investigate and compare how people meet basic needs (e.g., food, clothing, shelter).
- \_\_\_ 5. Analyze how the same current issue is

covered in the media of the target culture and students’ own culture.

- \_\_\_ 6. Compare and contrast age-appropriate literary works (e.g., popular literature) from the target culture and students’ own culture.

**Benchmark D:** Discuss the concept of culture through analysis of products, practices and perspectives of the target culture and students’ own culture.

- \_\_\_ 7. Explain how products, practices and perspectives of the target culture vary from those of the students’ own culture (e.g., sports, celebrations, school).

**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 others (e.g., celebrations, holidays, the arts).
- \_\_\_ 2. Participate in collaborative projects with language students of other grade levels or school districts (e.g., present plays, write books, share folk tales, exchange letters).

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

- \_\_\_ 3. Perform original or authentic works for a school or community event (e.g., sing, dance, act).

**Benchmark C:** *Sustain communication with people locally and around the world.*

- \_\_\_4. Establish personal communication links (e.g., pen pals, e-mail/video mail, TTY, hosting) with speakers of the target language to obtain perspectives on topics of mutual interest.

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

- \_\_\_5. Explore opportunities to travel or study in the target culture and report findings to others (e.g., research options based on specific criteria, such as budget, location, students' interests, climate).
- \_\_\_6. Use media in the target language for personal enjoyment (e.g., print media, movies, TV, Internet) and report on the activity to others (e.g., activity log, oral or written summary).
- \_\_\_7. Contact target culture organizations (e.g., music ensembles, museums, athletic associations) to obtain information of personal interest through a variety of means (e.g., letters, Web inquiry) and report findings to 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:** *Evaluate and discuss how understanding of another language and culture enhances job skills and career options.*

- \_\_\_9. Explore and obtain information about careers that require linguistic and cultural proficiency.
- \_\_\_10. Investigate how the knowledge, skills and interests learned in foreign language class apply to potential career choices.

**Benchmark G:** *Develop evaluative tools and implement group strategies to complete tasks and solve problems.*

- \_\_\_11. Work cooperatively (e.g., evaluate and select options) on tasks related to a social issue (e.g., censorship).