

OHIO DEPARTMENT OF EDUCATION
ACADEMIC CONTENT STANDARDS
FOREIGN LANGUAGE CHECKLIST
~GRADE 1~

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 simple questions about personal information and other familiar topics (e.g., family members, weather, today’s date, pets, school supplies).
- ___ 2. Ask and tell how they are (e.g., How are you? I’m okay.).

Benchmark B: Exchange personal information.

- ___ 3. Copy and exchange simple messages (e.g., holiday greetings, thank-you notes, birthday wishes).

Benchmark C: Request clarification.

- ___ 4. Use memorized expressions to seek clarification (e.g., I don’t understand./No entiendo. Again, please/Noch einmal, bitte.).

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

- ___ 5. Repeat and follow a simple sequence of instructions (e.g., Take out a sheet of paper and write your name. Touch your nose and jump three times.).

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

- ___ 6. Follow simple oral or signed directions (e.g., Bring me the book./Bring mir das Buch. Qing gei wo na ben shu.).

Benchmark F: Identify people and objects based on descriptions.

- ___ 7. Identify people and objects based on detailed oral or signed descriptions (e.g., Point to a tall man./Montre-moi un grand homme. Find the red apple./Finde den roten Apfel.).
- ___ 8. Sort words and phrases into categories (e.g., animals that live on the farm, in the jungle).

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

- ___ 9. Identify and say alphabet and sound-symbol correspondence (e.g., "b" as in "bateau," "n" as in HET).

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

- ___ 10. Identify main ideas from oral, visual or written sources (e.g., listen and supply the missing word, draw pictures, answer simple questions).
- ___ 11. Respond (e.g., raise hand, clap hands) to specific information (e.g., key words, phrases, ideas) in live, signed or recorded stories.

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

- ___ 12. Role play simple messages (e.g., It’s hot./Hace calor. The baby cries./Das Baby weint.).

Benchmark J: Tell or retell stories.

- ___ 13. Retell a story (e.g., sequence pictures, draw favorite scenes).

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

- ___ 14. Describe characteristics of pictures to others (e.g., a big yellow bus/un camión grande y amarillo; a red triangle/Hóng sān jiao).

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

- ___ 15. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing) to words, phrases and simple sentences.

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. Name important traditions, holidays or events.

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

- ___ 2. Sing/sign songs, play games and celebrate events from the target culture.
- ___ 3. Observe and imitate appropriate patterns of

behavior (e.g., gestures used with friends and family) of the target culture.

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

- ___ 4. List examples of cultural items (e.g., food, clothing, toys).
- ___ 5. Imitate musical patterns and identify musical instruments from the target culture (e.g., salsa rhythms, zither).

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

- ___ 6. Identify some major contributions from the target culture (e.g., food, sports, music).

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. Identify simple land forms.
- ___ 2. Identify common animals in students' own and the target culture.
- ___ 3. Categorize foods into groups (e.g., fruits, vegetables, grains, meat).
- ___ 4. Count forward to 100.
- ___ 5. Identify elements (e.g., shape, color) in their own and others' artwork.

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

- ___ 6. Listen to a simple, adapted story or folktale from the target culture and name key characters and objects using visuals.
- ___ 7. Identify and demonstrate use of realia (e.g., simple musical instruments, craft materials, cooking/eating utensils).

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., alphabet symbols, reading system - right to left/left to right).

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

- ___ 2. Identify formal and informal language (e.g., usted/tú nin/ni).

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

- ___ 3. Identify and describe cultural patterns, behaviors and activities (e.g., holidays, mealtimes).

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

- ___ 4. Identify and describe symbols of the target culture and students' own culture (e.g., traffic signs, monuments or famous buildings, bathroom signs).

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., make simple bulletin board displays, display artwork in community locations).

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

- ___ 2. Perform songs and rhymes for classroom, school or community events.

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

- ___ 3. Share personal information with target language speakers through age-appropriate activities (e.g., exchanging labeled photographs, class videos, audio tapes).

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

- ___ 4. Apply rules of etiquette while participating in a celebration or practice (e.g., using chopsticks, birthday party) of the target culture.
- ___ 5. Participate in age-appropriate activities of the target culture (e.g., wearing traditional costumes, playing musical instruments, traditional games, crafts, sports).
- ___ 6. Listen and respond (e.g., sing, draw a picture, indicate favorites, identify keywords) to songs, stories and instrumental music of the target culture.

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

_____ 7. Attend, participate in or view via media, target culture events (e.g., fairs, festivals, exhibitions, holiday and 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.

_____ 8. Name community professions (e.g., fire safety officers, police officers, teachers, doctors), and identify items (e.g., tools, colors, symbols, dress) associated with those professions.

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

_____ 9. Share materials and collaborate to complete a short task (e.g., distributing markers so that each group member may add an item to a poster).