

Eleventh Grade
(Level 3)
Medina County Schools’
Course of Study
For
Foreign Language
2010

**STANDARD 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.

Ohio Benchmarks Grade 9-12	Instructional Organization	Grade Level Indicators	Notes
A. Interact using extended spoken, signed or written communication by providing and obtaining information.	FL.1.A.11.1 <i>Interpersonal</i>	1. Initiate, sustain and clued conversations on a variety of personal, general knowledge and academic topics.	Vocabulary
B. Express a wide range of feelings and emotions, and discuss and support opinions.	FL.1.B.11.2 <i>Interpersonal</i>	2. Persuade, negotiate or offer advice concerning a personal or widely held viewpoint (e.g., environment, human rights, school issues).	
C. Use a wide range of strategies to negotiate meaning.	FL.1.B.11.3	3. Exchange, support and discuss opinions and individual perspectives with peers and/or speakers of the target language on a variety of topics dealing with contemporary or historical issues.	Assessments
	FL.1.C.11.4 <i>Interpersonal</i>	4. Negotiate meaning through a range of strategies (e.g., questions, interjections, circumlocution).	Resources/Remediation/ Enrichment

**STANDARD 1: COMMUNICATION: COMMUNICATE
IN LANGUAGES OTHER THAN ENGLISH (Cont.)**

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.

Ohio Benchmarks Grade 9-12	Instructional Organization	Grade Level Indicators	Notes
D. Give and follow a series of complex directions.	FL.1.D.11.5 <i>Interpersonal</i>	5. Give and follow directions, instructions and requests (e.g., balancing a checkbook, upgrading software, filling out college applications).	Vocabulary
E. Interact in a wider range of situations using culturally authentic language and gestures.	FL.1.E.11.6 <i>Interpersonal</i>	6. Use appropriate language and gestures in culturally authentic social contexts (e.g., ordering in a restaurant, seeking medical attention, making and responding to an invitation).	
F. Follow complex oral, signed or written directions and requests.	FL.1.F.11.7 <i>Interpretive</i>	7. Follow complex directions, instructions and requests (e.g., product assembly, using a calling card).	Assessments
G. Use a variety of reading and listening strategies to derive meaning from texts.	FL.1.G.11.8 <i>Interpretive</i>	8. Use listening and reading strategies (e.g., answering focused questions) to anticipate outcome or content.	
H. Analyze information from a variety of oral, written and visual sources by summarizing, critiquing and explaining texts.	FL.1.H.11.9 <i>Presentational</i>	9. Analyze content from several sources (e.g., newspapers, magazines, Internet) dealing with a single issue (e.g., military conflicts, pollution).	Resources/Remediation/ Enrichment

**STANDARD 1: COMMUNICATION: COMMUNICATE
IN LANGUAGES OTHER THAN ENGLISH (Cont.)**

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.

Ohio Benchmarks Grade 9-12	Instructional Organization	Grade Level Indicators	Notes
H. Analyze information from a variety of oral, written and visual sources by summarizing, critiquing and explaining texts.	FL.1.H.11.10	10. Make predictions and inferences based on authentic materials (e.g., use titles and visuals to predict content).	Vocabulary
I. Create presentations on a range of original or authentic expressive products.	FL.1.I.11.11 <i>Presentation</i>	11. Create texts (e.g., short stories, poems, skits) based on themes/perspectives (e.g., family, dating, careers, music) from the target culture.	
J. Present information and ideas on a range of topics.	FL.1.I.11.12	12. Perform scenes from literature studied.	Assessments
K. Apply age-appropriate writing process strategies to produce a variety of documents for publication.	FL.1.J.11.13 <i>Presentation</i>	13. Debate a current or historical issue (e.g., right to vote, slavery).	
	FL.1.K.11.14 <i>Presentation</i>	14. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing).	Resources/Remediation/ Enrichment

**STANDARD 2: 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).

Ohio Benchmarks Grade 9-12	Instructional Organization	Grade Level Indicators	Notes
A. Analyze, discuss and report on a wide range of practices and perspectives of the target culture.	FL.2.A.11.1 <i>Practices</i>	1. Identify, analyze and discuss various patterns of behavior or interaction typical of the culture studied (e.g., use of public transportation, dating salutations).	Vocabulary
B. Participate in and discuss a wide variety of cultural practices.	FL.2.A.11.2	2. Analyze and discuss how words, proverbs and idiomatic expressions reflect the target culture.	Assessments
C. Analyze, discuss and report on a wide variety of products and perspectives of the target culture.	FL.2.B.11.3 <i>Practices</i>	3. Investigate and participate in age-appropriate cultural activities (e.g., festivals, sports, entertainment).	Resources/Remediation/ Enrichment
D. Analyze, discuss and report on significant contributions from the target culture.	FL.2.C.11.4 <i>Products</i>	4. Identify, analyze and evaluate themes, ideas and perspectives related to the products being studied (e.g., public transportation, architecture, music).	
	FL.2.C.11.5	5. Examine media from the target culture to determine social, political and economic trends.	
	FL.2.D.11.6 <i>Products</i>	6. Identify styles and influences of artistic forms (e.g., dance, music, literature, art) from various historical and literary periods of the target culture.	

**STANDARD 3: 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.

Ohio Benchmarks Grade 9-12	Instructional Organization	Grade Level Indicators	Notes
A. Investigate, analyze and present concepts from across disciplines.	FL.3.A.11.1 <i>Integrated Studies</i>	1. Identify and discuss topics common to people in both the home and target cultures (e.g., economic, political, geographical, historical).	Vocabulary
	FL.3.A.11.2	2. Analyze information from various authentic sources about interdisciplinary topics (e.g., opera, genetics, nutrition).	
	FL.3.A.11.3	3. Identify prominent figures from the target culture and discuss their contributions (e.g., El Greco, Rigoberta Menchu, Goethe, Cousteau, Catullus, Ibn Haldun).	Assessments
B. Investigate, analyze and present information and viewpoints from the target culture using authentic sources, and apply understandings across disciplines.	FL.3.B.11.4 <i>New Viewpoints</i>	4. Analyze a social, economic, environmental or political issue (e.g., corporal punishment, divorce, pollution, political campaigns) using authentic target language resources.	Resources/Remediation/ Enrichment
	FL.3.B.11.5	5. Examine how people of the target culture preserve their cultural traditions (e.g., language, cuisine, dress) after emigration to the U.S. or to another country.	

**STANDARD 3: CONNECTIONS: CONNECT WITH
OTHER DISCIPLINES AND ACQUIRE INFORMATION
(Cont.)**

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.

Ohio Benchmarks Grade 9-12	Instructional Organization	Grade Level Indicators	Notes
B. Investigate, analyze and present information and viewpoints from the target culture using authentic sources, and apply understandings across disciplines.	FL.3.B.11.6	6. Explain a practice from the target culture (e.g., wearing a burqa) from the perspective of the target culture.	Vocabulary
			Assessments
			Resources/Remediation/ Enrichment

STANDARD 4: 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).

Ohio Benchmarks Grade 9-12	Instructional Organization	Grade Level Indicators	Notes
A. Analyze and discuss linguistic structures and conventions of the target language and English.	FL.4.A.11.1 <i>Linguistic Insights</i>	1. Analyze and discuss how words are interrelated across languages (e.g., word families, prefixes, suffixes).	Vocabulary
B. Analyze and explain how the target language and English express meaning through variations in style.	FL.4.B.11.2 <i>Linguistic Insights</i>	2. Analyze and explain how the target language and English express such forms as time and tense relationship (e.g., conditional clauses, use of subjunctive versus simple indicative).	
C. Analyze and discuss how products, practices and perspectives of the students' own culture and the target culture overlap and differ.	FL.4.C.11.3 <i>Cultural Insights</i>	3. Compare, contrast and discuss how a social issue is treated in both U.S. and target culture media (e.g., co-ed schools, airport security, health care, bureaucracy).	Assessments
	FL.4.C.11.4	4. Examine the influence of the target culture on students' own culture and vice versa (e.g., prevalence of salsa in the U.S., spread of fast-food restaurants abroad, democracy).	Resources/Remediation/ Enrichment

**STANDARD 4: COMPARISONS: DEVELOP INSIGHT
INTO THE NATURE OF LANGUAGE AND CULTURE
(Cont.)**

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).

Ohio Benchmarks
Grade 9-12

Instructional
Organization

Grade Level Indicators

Notes

Ohio Benchmarks Grade 9-12	Instructional Organization	Grade Level Indicators	Notes
D. Discuss the concept of culture through analysis of products, practices and perspectives of the target culture and students' own culture.	FL.4.D.11.5 <i>Concept of Culture</i>	5. Compare the ways people in the target culture and students' own culture express universal themes (e.g., happiness, sorrow, birth, death, humor).	Vocabulary
			Assessments
			Resources/Remediation/ Enrichment

**STANDARD 5: 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.

Ohio Benchmarks Grade 9-12	Instructional Organization	Grade Level Indicators	Notes
A. Provide information or services to individuals, the school or the community using knowledge of the target language and culture.	FL.5.A.11.1 <i>Outreach</i>	1. Participate in a community and/or school service project (e.g., tutoring, teaching, translating/interpreting, assisting speakers of other languages).	Vocabulary
B. Perform original or authentic works for a school or community event.	FL.5.B.11.2 <i>Outreach</i>	2. Perform original or authentic works for a school or community event (e.g., sing, dance, act).	
C. Sustain communication with people locally and around the world.	FL.5.C.11.3 <i>Outreach</i>	3. Establish and maintain communication with speakers of the target language (e.g., pen pals, e-pals, people in the community) to exchange perspectives on issues of mutual interest.	Assessments
D. Report information about and personal reactions to various products, media and services of the target culture.	FL.5.D.11.4 <i>Enjoyment and Enrichment</i>	4. Explore the opportunity to host individuals from a target language country and report findings to others.	
	FL.5.D.11.5	5. Discuss content from a variety of language sources (e.g., print media, movies, TV, Internet) with others.	Resources/Remediation/ Enrichment

**STANDARD 5: COMMUNITIES: PARTICIPATE IN
MULTILINGUAL COMMUNITIES AND CULTURES AT
HOME AND AROUND THE WORLD (Cont.)**

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.

Ohio Benchmarks Grade 9-12	Instructional Organization	Grade Level Indicators	Notes
D. Report information about and personal reactions to various products, media and services of the target culture.	FL.5.D.11.6	6. Contact target culture organizations (e.g., business associations, embassies, youth hostel associations) to obtain information of personal interest through a variety of means (e.g., video conference, Web inquiry, letter) and report findings to others.	Vocabulary
E. Attend, participate in or view target culture events and describe to others.	FL.5.E.11.7 <i>Enjoyment and Enrichment</i>	7. Attend, participate in or view via media, target culture events (e.g., fairs, festivals, exhibits and performances; programs given by Japanese/American Society, Red Cross, consulates) and describe to others.	Assessments
F. Evaluate and discuss how understanding of another language and culture enhances job skills and career options.	FL.5.F.11.8 <i>Career Exploration and Skills</i> FL.5.F.11.9	8. Prepare documents (e.g., application, resume, visa, passport) necessary to obtain a job, internship or volunteer position in the target language country. 9. Examine needs of corporations, businesses, government agencies and private international organizations to identify jobs requiring foreign language proficiency.	Resources/Remediation/ Enrichment

**STANDARD 5: COMMUNITIES: PARTICIPATE IN
MULTILINGUAL COMMUNITIES AND CULTURES AT
HOME AND AROUND THE WORLD (Cont.)**

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.

Ohio Benchmarks Grade 9-12	Instructional Organization	Grade Level Indicators	Notes
G. Develop evaluative tools and implement group strategies to complete tasks and solve problems.	FL.5.G.11.10 <i>Career Exploration and Skills</i>	10. Work cooperatively (e.g., create and evaluate alternatives) on tasks related to a current or historical event (e.g., environmental issues, political crises, colonization).	Vocabulary
			Assessments
			Resources/Remediation/ Enrichment

Foreign Language COS
Indicator Check List

<i>Grade 11 Standard 1</i>		<i>First Quarter</i>	<i>Second Quarter</i>	<i>Third Quarter</i>	<i>Fourth Quarter</i>
Communication					
FL.1.A.11.1	1. Initiate, sustain and clue conversations on a variety of personal, general knowledge and academic topics.				
FL.1.B.11.2	2. Persuade, negotiate or offer advice concerning a personal or widely held viewpoint (e.g., environment, human rights, school issues).				
FL.1.B.11.3	3. Exchange, support and discuss opinions and individual perspectives with peers and/or speakers of the target language on a variety of topics dealing with contemporary or historical issues.				
FL.1.C.11.4	4. Negotiate meaning through a range of strategies (e.g., questions, interjections, circumlocution).				
FL.1.D.11.5	5. Give and follow directions, instructions and requests (e.g., balancing a checkbook, upgrading software, filling out college applications).				
FL.1.E.11.6	6. Use appropriate language and gestures in culturally authentic social contexts (e.g., ordering in a restaurant, seeking medical attention, making and responding to an invitation).				
FL.1.F.11.7	7. Follow complex directions, instructions and requests (e.g., product assembly, using a calling card).				
FL.1.G.11.8	8. Use listening and reading strategies (e.g., answering focused questions) to anticipate outcome or content.				
FL.1.H.11.9	9. Analyze content from several sources (e.g., newspapers, magazines, Internet) dealing with a single issue (e.g., military conflicts, pollution).				

Foreign Language COS
Indicator Check List

<i>Grade 11 Standard 1 (Cont.)</i>		<i>First Quarter</i>	<i>Second Quarter</i>	<i>Third Quarter</i>	<i>Fourth Quarter</i>
Communication					
FL.1.H.11.10	10. Make predictions and inferences based on authentic materials (e.g., use titles and visuals to predict content).				
FL.1.I.11.11	11. Create texts (e.g., short stories, poems, skits) based on themes/perspectives (e.g., family, dating, careers, music) from the target culture.				
FL.1.I.11.12	12. Perform scenes from literature studied.				
FL.1.J.11.13	13. Debate a current or historical issue (e.g., right to vote, slavery).				
FL.1.K.11.14	14. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing).				

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Indicator Check List

<i>Grade 11 Standard 2</i>		<i>First Quarter</i>	<i>Second Quarter</i>	<i>Third Quarter</i>	<i>Fourth Quarter</i>
<i>Cultures</i>					
FL.2.A.11.1	1. Identify, analyze and discuss various patterns of behavior or interaction typical of the culture studied (e.g., use of public transportation, dating salutations).				
FL.2.A.11.2	2. Analyze and discuss how words, proverbs and idiomatic expressions reflect the target culture.				
FL.2.B.11.3	3. Investigate and participate in age-appropriate cultural activities (e.g., festivals, sports, entertainment).				
FL.2.C.11.4	4. Identify, analyze and evaluate themes, ideas and perspectives related to the products being studied (e.g., public transportation, architecture, music).				
FL.2.C.11.5	5. Examine media from the target culture to determine social, political and economic trends.				
FL.2.D.11.6	6. Identify styles and influences of artistic forms (e.g., dance, music, literature, art) from various historical and literary periods of the target culture.				

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<i>Grade 11 <u>Standard 3</u></i>		<i>First Quarter</i>	<i>Second Quarter</i>	<i>Third Quarter</i>	<i>Fourth Quarter</i>
<i>Connections</i>					
FL.3.A.11.1	1. Identify and discuss topics common to people in both the home and target cultures (e.g., economic, political, geographical, historical).				
FL.3.A.11.2	2. Analyze information from various authentic sources about interdisciplinary topics (e.g., opera, genetics, nutrition).				
FL.3.A.11.3	3. Identify prominent figures from the target culture and discuss their contributions (e.g., El Greco, Rigoberta Menchu, Goethe, Cousteau, Catullus, Ibn Haldun).				
FL.3.B.11.4	4. Analyze a social, economic, environmental or political issue (e.g., corporal punishment, divorce, pollution, political campaigns) using authentic target language resources.				
FL.3.B.11.5	5. Examine how people of the target culture preserve their cultural traditions (e.g., language, cuisine, dress) after emigration to the U.S. or to another country.				
FL.3.B.11.6	6. Explain a practice from the target culture (e.g., wearing a burqa) from the perspective of the target culture.				

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Indicator Check List

<i>Grade 11 <u>Standard 4</u></i>		<i>First Quarter</i>	<i>Second Quarter</i>	<i>Third Quarter</i>	<i>Fourth Quarter</i>
<i>Comparisons</i>					
FL.4.A.11.1	1. Analyze and discuss how words are interrelated across languages (e.g., word families, prefixes, suffixes).				
FL.4.B.11.2	2. Analyze and explain how the target language and English express such forms as time and tense relationship (e.g., conditional clauses, use of subjunctive versus simple indicative).				
FL.4.C.11.3	3. Compare, contrast and discuss how a social issue is treated in both U.S. and target culture media (e.g., co-ed schools, airport security, health care, bureaucracy).				
FL.4.C.11.4	4. Examine the influence of the target culture on students' own culture and vice versa (e.g., prevalence of salsa in the U.S., spread of fast-food restaurants abroad, democracy).				
FL.4.D.11.5	5. Compare the ways people in the target culture and students' own culture express universal themes (e.g., happiness, sorrow, birth, death, humor).				

Foreign Language COS
Indicator Check List

<i>Grade 11 <u>Standard 5</u></i>		<i>First Quarter</i>	<i>Second Quarter</i>	<i>Third Quarter</i>	<i>Fourth Quarter</i>
<i>Communities</i>					
FL.5.A.11.1	1. Participate in a community and/or school service project (e.g., tutoring, teaching, translating/interpreting, assisting speakers of other languages).				
FL.5.B.11.2	2. Perform original or authentic works for a school or community event (e.g., sing, dance, act).				
FL.5.C.11.3	3. Establish and maintain communication with speakers of the target language (e.g., pen pals, e-pals, people in the community) to exchange perspectives on issues of mutual interest.				
FL.5.D.11.4	4. Explore the opportunity to host individuals from a target language country and report findings to others.				
FL.5.D.11.5	5. Discuss content from a variety of language sources (e.g., print media, movies, TV, Internet) with others.				
FL.5.D.11.6	6. Contact target culture organizations (e.g., business associations, embassies, youth hostel associations) to obtain information of personal interest through a variety of means (e.g., video conference, Web inquiry, letter) and report findings to others.				
FL.5.E.11.7	7. Attend, participate in or view via media, target culture events (e.g., fairs, festivals, exhibits and performances; programs given by Japanese/American Society, Red Cross, consulates) and describe to others.				

Foreign Language COS
Indicator Check List

FL.5.F.11.8	8. Prepare documents (e.g., application, resume, visa, passport) necessary to obtain a job, internship or volunteer position in the target language country.				
Grade 11 <u>Standard 5</u> (Cont.)		<i>First Quarter</i>	<i>Second Quarter</i>	<i>Third Quarter</i>	<i>Fourth Quarter</i>
Communities					
FL.5.F.11.9	9. Examine needs of corporations, businesses, government agencies and private international organizations to identify jobs requiring foreign language proficiency.				
FL.5.G.11.10	10. Work cooperatively (e.g., create and evaluate alternatives) on tasks related to a current or historical event (e.g., environmental issues, political crises, colonization).				