

First Grade  
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 K-4	Instructional Organization	Grade Level Indicators	Notes
A. Ask and answer questions and share preferences on familiar topics.	FL.1.A.1.1 <i>Interpersonal</i>	1. Ask and answer simple questions about personal information and other familiar topics (e.g., family members, weather, today’s date, pets, school supplies).	Vocabulary
	FL.1.A.1.2	2. Ask and tell how they are (e.g., How are you? I’m okay.).	
B. Exchange personal information.	FL.1.B.1.3 <i>Interpersonal</i>	3. Copy and exchange simple messages (e.g., holiday greetings, thank-you notes, birthday wishes).	Assessments
C. Request clarification.	FL.1.C.1.4 <i>Interpersonal</i>	4. Use memorized expression to seek clarification (e.g., I don’t understand./ Noentiendo. Again, please/Nocheinmal, bitte.).	
D. Give and follow a short sequence of instructions.	FL.1.D.1.5 <i>Interpersonal</i>	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.).	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 K-4	Instructional Organization	Grade Level Indicators	Notes
E. Respond appropriately to requests accompanied by gestures and other visual or auditory cues, and follow directions.	FL.1.E.1.6 <i>Interpretive</i>	6. Follow simple oral or signed directions (e.g., Bring me the book./Bring mir das Buch. Qing gei wo na ben shu.).	Vocabulary
F. Identify people and objects based on descriptions.	FL.1.F.1.7 <i>Interpretive</i>	7. Identify people and objects based on detailed oral or signed descriptions (e.g., Point to a tall man./Montre-moi un grad homme. Find the red apple./Finde den roten Apfel.).	
G. Decode words, phrases and sentences using knowledge of letter/symbol-sound correspondences and contextual cues.	FL.1.F.1.8	8. Sort words and phrases into categories (e.g., animals that live on the farm, in the jungle).	Assessments
	FL.1.G.1.9 <i>Interpretive</i>	9. Identify and say alphabet and sound-symbol correspondence (e.g., “b” as in “bateau,” and “n” as in HET).	
			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 K-4	Instructional Organization	Grade Level Indicators	Notes
H. Identify the main idea and describe characters and setting in oral, signed or written narratives.	FL.1.H.1.10 <i>Interpretive</i>	10. Identify main ideas from oral, visual or written sources (e.g., listen and supply the missing word, draw picture, answer simple questions).	Vocabulary
	FL.1.H.1.11	11. Respond (e.g., raise hand, clap hands) to specific information (e.g., key words, phrases, ideas) in live, signed or recorded stories.	
I. Dramatize songs, short stories, poetry or activities.	FL.1.I.1.12 <i>Presentational</i>	12. Role play simple messages (e.g., It’s hot./Hace calor. The baby cries./Das Baby weint.).	Assessments
J. Tell or retell stories.	FL.1.J.1.13 <i>Presentational</i>	13. Retell a story (e.g., sequence pictures, draw favorite scenes).	
K. Present information orally, signed or in writing.	FL.1.K.1.14 <i>Presentational</i>	14. Describe characteristics of pictures to others (e.g., a big yellow bus/un camion grade y amarillo; a red triangle/Hong s#n jiao).	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 K-4	Instructional Organization	Grade Level Indicators	Notes
L. Apply age-appropriate writing process strategies to write short, guided paragraphs on various topics.	FL.1.L.1.15 <i>Presentational</i>	15. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing) to words, phrases and simple sentences.	Vocabulary
			Assessments
			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 K-4	Instructional Organization	Grade Level Indicators	Notes
A. Observe, identify and describe simple patterns of behavior of the target culture.	FL.2.A.1.1 <i>Practices</i>	1. Name important traditions, holiday or events.	Vocabulary
B. Identify and imitate gestures and oral expressions to participate in age-appropriate cultural activities.	FL.2.B.1.2 <i>Practices</i>  FL.2.B.1.3	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.	
C. Observe, identify, describe and reproduce objects, images and symbols of the target culture.	FL.2.C.1.4 <i>Products</i>  FL.2.C.1.5	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).	Resources/Remediation/ Enrichment
D. Identify distinctive contributions made by people in the target culture.	FL.2.D.1.6 <i>Products</i>	6. Identify some major contributions from the target culture (e.g., food, sports, music).	

**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 K-4	Instructional Organization	Grade Level Indicators	Notes
A. Describe concepts and use skills from across disciplines.	FL.3.A.1.1 <i>Integrated Studies</i>	1. Identify simple land forms.	Vocabulary
	FL.3.A.1.2	2. Identify common animals in students' own and the target culture.	
	FL.3.A.1.3	3. Categorize foods into groups (e.g., fruits, vegetables, grains, meat).	
	FL.3.A.1.4	4. Count forward to 100.	Assessments
	FL.3.A.1.5	5. Identify elements (e.g., shape, color) in their own and others' art work.	
B. Identify viewpoints of the target culture through authentic sources and expressive products.	FL.3.B.1.6 <i>New Viewpoints</i>	6. Listen to simple, adapted story or folktale from the target culture and name key characters and objects using visuals.	Resources/Remediation/ Enrichment
	FL.3.B.1.7	7. Identify and demonstrate use of realia (e.g., simple musical instruments, craft materials, cooking/eating utensils).	

## 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 K-4	Instructional Organization	Grade Level Indicators	Notes
A. Identify and describe linguistic structures and writing systems of the target language and English.	FL.4.A.1.1 <i>Linguistic Insights</i>	1. Identify and describe writing systems of the target language and English (e.g., alphabet symbols, reading system - right to left/left to right).	Vocabulary
B. Recognize that linguistic structures carry meaning and vary across languages.	FL.4.B.1.2 <i>Linguistic Insights</i>	2. Identify formal and informal language (e.g., usted/tu nin/ni).	
C. Identify and describe patterns of behavior in various cultural settings.	FL.4.C.1.3 <i>Cultural Insights</i>	3. Identify and describe cultural patterns, behaviors and activities (e.g., holidays, mealtimes).	Assessments
D. Identify and describe products of the target culture and students' own culture.	FL.4.D.1.4 <i>Cultural Insights</i>	4. Identify and describe symbols of the target culture and students' own culture (e.g., traffic signs, monuments or famous buildings, bathroom signs).	
			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 K-4	Instructional Organization	Grade Level Indicators	Notes
A. Present information about the target language and culture to others.	FL.5.A.1.1 <i>Outreach</i>	1. Participate in activities for the school or community (e.g., make simple bulletin board displays, display artwork in community locations).	Vocabulary
B. Perform for a school or community event.	FL.5.B.1.2 <i>Outreach</i>	2. Perform songs and rhymes for classroom, school or community events.	
C. Exchange information with people locally or around the world.	FL.5.C.1.3 <i>Outreach</i>	3. Share personal information with target language speakers through age-appropriate activities (e.g., exchanging labeled photographs, class videos, audio tapes).	Assessments
D. Use various products and media from the target culture and language for personal enjoyment.	FL.5.D.1.4 <i>Enjoyment and Enrichment</i>	4. Apply rules of etiquette while participating in a celebration or practice (e.g., using chopsticks, birthday party) of the target culture.	Resources/Remediation/ Enrichment
	FL.5.D.1.5	5. Participate in age-appropriate activities of the target culture (e.g., wearing traditional costumes, playing musical instruments, traditional games, crafts, sports).	

**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 K-4	Instructional Organization	Grade Level Indicators	Notes
D. Use various products and media from the target culture and language for personal enjoyment.	FL.5.D.1.6	6. Listen and respond (e.g., sing, draw a picture, indicate favorites, identify keywords) to songs, stories and instrumental music of the target culture.	Vocabulary
E. Attend, participate in or view target culture events and share with others.	FL.5.E.1.7 <i>Enjoyment and Enrichment</i>	7. Attend, participate in or view via media, target culture events (e.g., fairs, festivals, exhibitions, holiday and family celebrations) and share with others.	
F. Organize and present basic information about various careers, including those that require understanding of another language and culture.	FL.5.F.1.8 <i>Career Exploration and Skills</i>	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.	Assessments
G. Work cooperatively in groups to accomplish a task.	FL.5.G.1.9 <i>Career Exploration and Skills</i>	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).	Resources/Remediation/ Enrichment

Foreign Language COS  
Indicator Check List

<u>Grade 1 Standard 1</u>		First Quarter	Second Quarter	Third Quarter	Fourth Quarter
<b>Communication</b>					
FL.1.A.1.1	1. Ask and answer simple questions about personal information and other familiar topics (e.g., family members, weather, today’s date, pets, school supplies).				
FL.1.A.1.2	2. Ask and tell how they are (e.g., How are you? I’m okay.).				
FL.1.B.1.3	3. Copy and exchange simple messages (e.g., holiday greetings, thank-you notes, birthday wishes).				
FL.1.C.1.4	4. Use memorized expression to seek clarification (e.g., I don’t understand./Noentiendo. Again, please/Nocheinmal, bitte.).				
FL.1.D.1.5	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.).				
FL.1.E.1.6	6. Follow simple oral or signed directions (e.g., Bring me the book./Bring mir das Buch. Qing gei wo na ben shu.).				
FL.1.F.1.7	7. Identify people and objects based on detailed oral or signed descriptions (e.g., Point to a tall man./Montre-moi un grad homme. Find the red apple./Finde den roten Apfel.).				
FL.1.F.1.8	8. Sort words and phrases into categories (e.g., animals that live on the farm, in the jungle).				
FL.1.G.1.9	9. Identify and say alphabet and sound-symbol correspondence (e.g., “b” as in “bateau,” and “n” as in HET).				

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<i>Grade 1 Standard 1 (Cont.)</i>		<i>First Quarter</i>	<i>Second Quarter</i>	<i>Third Quarter</i>	<i>Fourth Quarter</i>
<b>Communication</b>					
FL.1.H.1.10	10. Identify main ideas from oral, visual or written sources (e.g., listen and supply the missing word, draw picture, answer simple questions).				
FL.1.H.1.11	11. Respond (e.g., raise hand, clap hands) to specific information (e.g., key words, phrases, ideas) in live, signed or recorded stories.				
FL.1.I.1.12	12. Role play simple messages (e.g., It's hot./Hace calor. The baby cries./Das Baby weint.).				
FL.1.J.1.13	13. Retell a story (e.g., sequence pictures, draw favorite scenes).				
FL.1.K.1.14	14. Describe characteristics of pictures to others (e.g., a big yellow bus/un camion grade y amarillo; a red triangle/Hong s#n jiao).				
FL.1.L.1.15	15. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing) to words, phrases and simple sentences.				

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<i>Grade 1 Standard 2</i>		<i>First Quarter</i>	<i>Second Quarter</i>	<i>Third Quarter</i>	<i>Fourth Quarter</i>
<b>Cultures</b>					
FL.2.A.1.1	1. Name important traditions, holiday or events.				
FL.2.B.1.2	2. Sing/sign songs, play games and celebrate events from the target culture.				
FL.2.B.1.3	3. Observe and imitate appropriate patterns of behavior (e.g., gestures used with friends and family) of the target culture.				
FL.2.C.1.4	4. List examples of cultural items (e.g., food, clothing, toys).				
FL.2.C.1.5	5. Imitate musical patterns and identify musical instruments from the target culture (e.g., salsa rhythms, zither).				
FL.2.D.1.6	6. Identify some major contributions from the target culture (e.g., food, sports, music).				

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<i>Grade 1 <u>Standard 3</u></i>		<i>First Quarter</i>	<i>Second Quarter</i>	<i>Third Quarter</i>	<i>Fourth Quarter</i>
<b><i>Connections</i></b>					
FL.3.A.1.1	1. Identify simple land forms.				
FL.3.A.1.2	2. Identify common animals in students' own and the target culture.				
FL.3.A.1.3	3. Categorize foods into groups (e.g., fruits, vegetables, grains, meat).				
FL.3.A.1.4	4. Count forward to 100.				
FL.3.A.1.5	5. Identify elements (e.g., shape, color) in their own and others' art work.				
FL.3.B.1.6	6. Listen to simple, adapted story or folktale from the target culture and name key characters and objects using visuals.				
FL.3.B.1.7	7. Identify and demonstrate use of realia (e.g., simple musical instruments, craft materials, cooking/eating utensils).				

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<i>Grade 1 <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.1.1	1. Identify and describe writing systems of the target language and English (e.g., alphabet symbols, reading system - right to left/left to right).				
FL.4.B.1.2	2. Identify formal and informal language (e.g., usted/tu nin/ni).				
FL.4.C.1.3	3. Identify and describe cultural patterns, behaviors and activities (e.g., holidays, mealtimes).				
FL.4.D.1.4	4. Identify and describe symbols of the target culture and students' own culture (e.g., traffic signs, monuments or famous buildings, bathroom signs).				

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<i>Grade 1 <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.1.1	1. Participate in activities for the school or community (e.g., make simple bulletin board displays, display artwork in community locations).				
FL.5.B.1.2	2. Perform songs and rhymes for classroom, school or community events.				
FL.5.C.1.3	3. Share personal information with target language speakers through age-appropriate activities (e.g., exchanging labeled photographs, class videos, audio tapes).				
FL.5.D.1.4	4. Apply rules of etiquette while participating in a celebration or practice (e.g., using chopsticks, birthday party) of the target culture.				
FL.5.D.1.5	5. Participate in age-appropriate activities of the target culture (e.g., wearing traditional costumes, playing musical instruments, traditional games, crafts, sports).				
FL.5.D.1.6	6. Listen and respond (e.g., sing, draw a picture, indicate favorites, identify keywords) to songs, stories and instrumental music of the target culture.				
FL.5.E.1.7	7. Attend, participate in or view via media, target culture events (e.g., fairs, festivals, exhibitions, holiday and family celebrations) and share with others.				

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<i>Grade 1 <u>Standard 5</u> (Cont.)</i>		<i>First Quarter</i>	<i>Second Quarter</i>	<i>Third Quarter</i>	<i>Fourth Quarter</i>
<b><i>Communities</i></b>					
FL.5.F.1.8	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.				
FL.5.G.1.9	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).				