

Fourth 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.4.1 <i>Interpersonal</i>	1. Ask and answer questions about personal need and wants (e.g., school supplies, food, health).	Vocabulary
B. Exchange personal information.	FL.1.B.4.2 <i>Interpersonal</i>	2. Exchange information about personal interests (e.g., likes, dislikes, what they are doing, what they are planning to do).	
C. Request clarification.	FL.1.C.4.3 <i>Interpersonal</i>	3. Ask questions to clarify information (e.g., ask questions about a story, video, demonstration).	Assessments
D. Give and follow a short sequence of instructions.	FL.1.D.4.4 <i>Interpersonal</i>	4. Give and follow a sequence of instructions (e.g., how to play a game, how to get to a certain place).	
E. Respond appropriately to requests accompanied by gestures and other visual or auditory cues, and follow directions.	FL.1.E.4.5 <i>Interpretive</i>	5. Follow a series of request or instructions (e.g., make a sandwich, follow a treasure hunt map).	Resources/Remediation/ Enrichment
F. Identify people and objects based on descriptions.	FL.1.F.4.6 <i>Interpretive</i>	6. Create and use graphic organizers (e.g., Venn diagrams, webs).	

**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
G. Decode words, phrases and sentences using knowledge of letter/symbol-sound correspondences and contextual cues.	FL.1.G.4.7 <i>Interpretive</i>	7. Decode the meaning of phrases and sentences from contextual cues.	Vocabulary
H. Identify the main idea and describe characters and setting in oral, signed or written narratives.	FL.1.H.4.8 <i>Interpretive</i>	8. Identify and state the main idea, and describe characters and settings of narratives and media presentations.	
I. Dramatize songs, short stories, poetry or activities.	FL.1.I.4.9 <i>Presentational</i>	9. Explain an everyday activity to peers through actions and words (e.g., making a sandwich, washing your face).	Assessments
J. Tell or retell stories.	FL.1.J.4.10 <i>Presentational</i>	10. Write and tell a simple, original story.	
K. Present information orally, signed or in writing.	FL.1.K.4.11 <i>Presentational</i>	11. Write and share lists, phrases and sentences about pictures or everyday topics (e.g., animals, family members, numbers, primary/secondary colors).	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.4.12	12. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing) to short, guided paragraphs on various topics (e.g., family, preferences, favorite colors).	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.4.1 <i>Practices</i>	1. Describe daily routines of target language peers learned through media or technology.	Vocabulary
	FL.2.A.4.2	2. Identify some common beliefs and attitudes within the target culture (e.g., social etiquette, roles of individual family members).	
B. Identify and imitate gestures and oral expressions to participate in age-appropriate cultural activities.	FL.2.B.4.3 <i>Practices</i>	3. Participate in cultural activities (e.g., games, songs, holiday celebrations).	Assessments
C. Observe, identify, describe and reproduce objects, images and symbols of the target culture.	FL.2.C.4.4 <i>Products</i>	4. Identify and describe objects, images and symbols of the target culture (e.g., monuments, flags, dwellings).	
	FL.2.C.4.5	5. Identify, read about or participate in expressive products of target culture peers (e.g., selections from children's literature, types of art work, dances).	Resources/Remediation/ Enrichment

STANDARD 2: CULTURES: GAIN KNOWLEDGE AND UNDERSTANDING OF OTHER CULTURES (Cont.)

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
D. Identify distinctive contributions made by people in the target culture.	FL.2.D.4.6 <i>Products</i>	6. Identify contributions of people from the target culture (e.g., explorers, musicians, scientists).	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 K-4	Instructional Organization	Grade Level Indicators	Notes
<p>A. Identify and describe linguistic structures and writing systems of the target language and English.</p> <p>B. Recognize that linguistic structures carry meaning and vary across languages.</p>	<p>FL.4.A.4.1 <i>Linguistic Insights</i></p>	<p>1. Identify and describe writing systems of the target language and English (e.g., characters, directionality).</p>	<p>Vocabulary</p>
	<p>FL.4.B.4.2 <i>Linguistic Insights</i></p>	<p>2. Identify idiomatic expressions (e.g., tener hambre, il fait froid) in order to derive meaning from a variety of sources (e.g., authentic texts, stories, drama, poems).</p>	<p>Assessments</p>
	<p>FL.4.B.4.3</p>	<p>3. Identify cognates and sentence and grammatical structures (e.g., subject versus indirect object: Mater filiae debat, victor hostem vincit; Il y a un restaurant dans la rue Charlemagne; Watashi wa ringo o tabemasu) from oral, signed or written texts to drive meaning.</p>	<p>Resources/Remediation/ Enrichment</p>
	<p>FL.4.B.4.4</p>	<p>4. Differentiate formal and informal language in a variety of situations.</p>	

**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 K-4	Instructional Organization	Grade Level Indicators	Notes
<p>C. Identify and describe patterns of behavior in various cultural settings.</p> <p>D. Identify and describe products of the target culture and students' own culture.</p>	<p>FL.4.C.4.5 <i>Cultural Insights</i></p> <p>FL.4.D.4.6 <i>Cultural Insights</i></p>	<p>5. Identify and describe the meaning and importance of perspectives and practices in different cultures (e.g., mealtimes, holidays and holiday customs, greetings).</p> <p>6. Identify and describe similarities and differences between products (e.g., toys, games, clothing) of the target culture and students' own culture.</p>	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 K-4	Instructional Organization	Grade Level Indicators	Notes
A. Present information about the target language and culture to others.	FL.5.A.4.1 <i>Outreach</i>	1. Participate in activities for the school or community (e.g., tutor peers, read aloud to someone, make school announcements, make bulletin board displays).	Vocabulary
	FL.5.A.4.2	2. Plan real or imaginary travel (e.g., locations, lodging, schedule, interaction with target culture) and present to others (e.g., student-made brochures, videos, slide show presentations).	Assessments
B. Perform for a school or community event.	FL.5.B.4.3 <i>Outreach</i>	3. Perform songs, poetry, stories, skits or plays for classroom, school or community events.	Resources/Remediation/ Enrichment
C. Exchange information with people locally or around the world.	FL.5.C.4.4 <i>Outreach</i>	4. Exchange information with people locally and around the world (e.g., pen pals, e-mail, video).	
D. Use various products and media from the target culture and language for personal enjoyment.	FL.5.D.4.5 <i>Enjoyment and Enrichment</i>	5. Use various media in the target language for personal enjoyment (e.g., age-appropriate videos, DVDs, CDs, karaoke, comics) and share with others.	

**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
E. Attend, participate in or view target culture events and share with others.	FL.5.E.4.6 <i>Enjoyment and Enrichment</i>	6. Attend, participate in or view via media, target culture events (e.g., fairs, festivals, exhibits, theatre, family celebrations) and share with others.	Vocabulary
F. Organize and present basic information about various careers, including those that require understanding of another language and culture.	FL.5.F.4.7 <i>Career Exploration and Skills</i>	7. Investigate local and state careers through a variety of sources (e.g., texts, speakers' bureau, brochures).	Assessments
G. Work cooperatively in groups to accomplish a task.	FL.5.G.4.8 <i>Career Exploration and Skills</i>	8. Work in groups to complete a project using a variety of tools (e.g., checklists, rubrics).	Resources/Remediation/ Enrichment

Foreign Language COS
Indicator Check List

<u>Grade 4 Standard 1</u>		<i>First Quarter</i>	<i>Second Quarter</i>	<i>Third Quarter</i>	<i>Fourth Quarter</i>
<i>Communication</i>					
FL.1.A.4.1	1. Ask and answer questions about personal need and wants (e.g., school supplies, food, health).				
FL.1.B.4.2	2. Exchange information about personal interests (e.g., likes, dislikes, what they are doing, what they are planning to do).				
FL.1.C.4.3	3. Ask questions to clarify information (e.g., ask questions about a story, video, demonstration).				
FL.1.D.4.4	4. Give and follow a sequence of instructions (e.g., how to play a game, how to get to a certain place).				
FL.1.E.4.5	5. Follow a series of request or instructions (e.g., make a sandwich, follow a treasure hunt map).				
FL.1.F.4.6	6. Create and use graphic organizers (e.g., Venn diagrams, webs).				
FL.1.G.4.7	7. Decode the meaning of phrases and sentences from contextual cues.				
FL.1.H.4.8	8. Identify and state the main idea, and describe characters and settings of narratives and media presentations.				
FL.1.I.4.9	9. Explain an everyday activity to peers through actions and words (e.g., making a sandwich, washing your face).				
FL.1.J.4.10	10. Write and tell a simple, original story.				

Foreign Language COS
Indicator Check List

<i>Grade 4 Standard 1 (Cont.)</i>		<i>First Quarter</i>	<i>Second Quarter</i>	<i>Third Quarter</i>	<i>Fourth Quarter</i>
Communication					
FL.1.K.4.11	11. Write and share lists, phrases and sentences about pictures or everyday topics (e.g., animals, family members, numbers, primary/secondary colors).				
FL.1.L.4.12	12. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing) to short, guided paragraphs on various topics (e.g., family, preferences, favorite colors).				

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<i>Grade 4 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.4.1	1. Describe daily routines of target language peers learned through media or technology.				
FL.2.A.4.2	2. Identify some common beliefs and attitudes within the target culture (e.g., social etiquette, roles of individual family members).				
FL.2.B.4.3	3. Participate in cultural activities (e.g., games, songs, holiday celebrations).				
FL.2.C.4.4	4. Identify and describe objects, images and symbols of the target culture (e.g., monuments, flags, dwellings).				
FL.2.C.4.5	5. Identify, read about or participate in expressive products of target culture peers (e.g., selections from children’s literature, types of art work, dances).				
FL.2.D.4.6	6. Identify contributions of people from the target culture (e.g., explorers, musicians, scientists).				

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<i>Grade 4 <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.4.1	1. Describe and write about topics (e.g., animals, fact/opinion, goods and services) in the target language.				
FL.3.A.4.2	2. Use skills (e.g., classifying, labeling, organizing data) in the target language.				
FL.3.A.4.3	3. Use target language resources (e.g., community speakers, technology) to reinforce topics.				
FL.3.A.4.4	4. Read and interpret pictographs, bar graphs, tables or timelines.				
FL.3.A.4.5	5. Compare different responses (e.g., parent’s, peer’s, teacher’s, artist’s) to the same work of art.				
FL.3.B.4.6	6. Use information from target language sources (e.g., articles, Web sites, brochures, ads) to gain insights into other cultures.				
FL.3.B.4.7	7. Read, listen to and identify elements in works of children’s literature (e.g., characters, setting, plot).				

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<i>Grade 4 <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.4.1	1. Identify and describe writing systems of the target language and English (e.g., characters, directionality).				
FL.4.B.4.2	2. Identify idiomatic expressions (e.g., tener hambre, il fait froid) in order to derive meaning from a variety of sources (e.g., authentic texts, stories, drama, poems).				
FL.4.B.4.3	3. Identify cognates and sentence and grammatical structures (e.g., subject versus indirect object: Mater filiae debat, victor hostem vincit; Il y a un restaurant dans la rue Charlemagne; Watashi wa ringo o tabemasu) from oral, signed or written texts to drive meaning.				
FL.4.B.4.4	4. Differentiate formal and informal language in a variety of situations.				
FL.4.C.4.5	5. Identify and describe the meaning and importance of perspectives and practices in different cultures (e.g., mealtimes, holidays and holiday customs, greetings).				
FL.4.D.4.6	6. Identify and describe similarities and differences between products (e.g., toys, games, clothing) of the target culture and students' own culture.				

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<i>Grade 4 <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.4.1	1. Participate in activities for the school or community (e.g., tutor peers, read aloud to someone, make school announcements, make bulletin board displays).				
FL.5.A.4.2	2. Plan real or imaginary travel (e.g., locations, lodging, schedule, interaction with target culture) and present to others (e.g., student-made brochures, videos, slide show presentations).				
FL.5.B.4.3	3. Perform songs, poetry, stories, skits or plays for classroom, school or community events.				
FL.5.C.4.4	4. Exchange information with people locally and around the world (e.g., pen pals, e-mail, video).				
FL.5.D.4.5	5. Use various media in the target language for personal enjoyment (e.g., age-appropriate videos, DVDs, CDs, karaoke, comics) and share with others.				
FL.5.E.4.6	6. Attend, participate in or view via media, target culture events (e.g., fairs, festivals, exhibits, theatre, family celebrations) and share with others.				
FL.5.F.4.7	7. Investigate local and state careers through a variety of sources (e.g., texts, speakers' bureau, brochures).				
FL.5.G.4.8	8. Work in groups to complete a project using a variety of tools (e.g., checklists, rubrics).				