

Second 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.2.1 <i>Interpersonal</i>	1. Ask and answer questions about likes and dislikes (e.g., What is your favorite color?/¿Cual es tu color favorite? What fruit don't you like?/Welche Frucht has du nicht gern?).	Vocabulary
B. Exchange personal information.	FL.1.B.2.2 <i>Interpersonal</i>	2. Exchange simple messages (e.g., telephone conversations, thank-you notes) following a model.	Assessments
C. Request clarification.	FL.1.C.2.3 <i>Interpersonal</i>	3. Ask questions for clarification about daily activities and classroom routines (e.g., What’s for lunch? Who’s the line leader?).	Resources/Remediation/ Enrichment
D. Give and follow a short sequence of instructions.	FL.1.D.2.4 <i>Interpersonal</i>	4. Make simple requests for peers to follow (e.g., Stand up./Tatte kudasai. Steh auf. Turn around./Da la vuelta. Listen./t#ng.).	

**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.2.5 <i>Interpretive</i>	5. Respond to sequence of requests (e.g., Go to the door and knock three times./Camina a la puerta y toca tres veces.).	Vocabulary
	FL.1.E.2.6	6. Read and follow simple directions (e.g., Write you name./Namae o kaite kudasai. Color the flower red./Colorea la flor roja.).	
F. Identify people and objects based on descriptions.	FL.1.F.2.7 <i>Interpretive</i>	7. Identify accurate and inaccurate descriptions of people and objects (e.g., Snow is cold. The ball is square.).	Assessments
G. Decode words, phrases and sentences using knowledge of letter/symbol-sound correspondences and contextual cues.	FL.1.G.2.8 <i>Interpretive</i>	8. Read high-frequency sight words using visual cues (e.g., diacritical marks, tone marks).	
H. Identify the main idea and describe characters and setting in oral, signed or written narratives.	FL.1.H.2.9 <i>Interpretive</i>	9. Answer simple questions concerning essential elements of a story (e.g., who? what? when? where? how?).	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.2.10	10. Create and describe illustrations to demonstrate comprehension of texts (e.g., draw or cut out pictures, select computer graphics).	Vocabulary
	FL.1.H.2.11	11. State the main point of a familiar narrative.	
I. Dramatize songs, short stories, poetry or activities.	FL.1.I.2.12 <i>Presentational</i>	12. Recite a poem or rhyme with body movements.	Assessments
J. Tell or retell stories.	FL.1.J.2.13 <i>Presentational</i>	13. Retell or dramatize a poem, rhyme or familiar children’s story.	
	FL.1.J.2.14	14. Present readings of short, familiar texts containing memorized or highly practiced phrases.	
K. Present information orally, signed or in writing.	FL.1.K.2.15 <i>Presentational</i>	15. Label familiar objects or people (e.g., school supplies, family members, geometric shapes) and share with others.	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.2.16 <i>Presentational</i>	16. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing) to 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
<p>A. Observe, identify and describe simple patterns of behavior of the target culture.</p> <p>B. Identify and imitate gestures and oral expressions to participate in age-appropriate cultural activities.</p> <p>C. Observe, identify, describe and reproduce objects, images and symbols of the target culture.</p> <p>D. Identify distinctive contributions made by people in the target culture.</p>	FL.2.A.2.1 <i>Practices</i>	1. Identify appropriate patterns of behavior (e.g., gestures used with friends and family).	Vocabulary
	FL.2.B.2.2 <i>Practices</i>	2. Use appropriate gestures with target language expressions (e.g., asking permission, passing out materials etiquette, greetings and leave-taking).	Assessments
	FL.2.B.2.3	3. Sing/sign songs, play games and celebrate events from the target culture.	
	FL.2.C.2.4 <i>Products</i>	4. Make a tangible cultural product (e.g., a craft, toy, food, flag).	Resources/Remediation/ Enrichment
	FL.2.C.2.5	5. Identify characteristics of cultural items (e.g., toys, clothing, foods).	
	FL.2.C.2.6	6. Identify well-known, contemporary or historical people from the target culture (e.g., athletes, artists).	
	FL.2.D.2.7 <i>Products</i>	7. 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.2.1 <i>Integrated Studies</i>	1. Identify and use appropriate terms of measurement, currency and time (e.g., measure clothing in centimeters, count target culture money, tell time).	Vocabulary
	FL.3.A.2.2	2. Locate target language country/countries on the globe or world map, using a visual or oral cue.	
	FL.3.A.2.3	3. Retell a story by charting or graphing important elements, with teacher assistance.	Assessments
B. Identify viewpoints of the target culture through authentic sources and expressive products.	FL.3.B.2.4 <i>New Viewpoints</i>	4. Listen to an adapted story or folktale from the target culture and retell the story using visual cues and verbal prompts.	Resources/Remediation/ Enrichment
	FL.3.B.2.5	5. Listen to music from the target culture and name the instruments used.	
	FL.3.B.2.6	6. Watch a video segment or demonstration of a target culture practice (e.g., celebration, food preparation) and name the key steps or elements involved using visual cues and verbal prompts.	

**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.2.1 <i>Linguistic Insights</i>	1. Identify and describe the sound-symbol associations of English and the target language (e.g., Spanish versus English “rosa,” Latin hard “c” and “g” sounds).	Vocabulary
B. Recognize that linguistic structures carry meaning and vary across languages.	FL.4.B.2.2 <i>Linguistic Insights</i>	2. Identify levels of politeness, and formal and informal language (e.g., greetings, titles).	
C. Identify and describe patterns of behavior in various cultural settings.	FL.4.C.2.3 <i>Cultural Insights</i>	3. Identify and describe cultural patterns, behaviors and activities (e.g., families, schools).	Assessments
D. Identify and describe products of the target culture and students’ own culture.	FL.4.D.2.4 <i>Cultural Insights</i>	4. Identify similarities and differences between tangible products of the target culture and students’ own culture (e.g., school supplies, toys).	
	FL.4.D.2.5	5. Compare means of measurement, currency and time in the target culture and students’ own culture (e.g., inches versus centimeters, pesos, yen, Euro versus dollars, 24-hour time, U.S. versus Chinese calendar).	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.2.1 <i>Outreach</i>	1. Participate in activities for the school or community (e.g., participate in international festivals, read aloud to others).	Vocabulary
B. Perform for a school or community event.	FL.5.B.2.2 <i>Outreach</i>	2. Perform songs, poetry and stories for classroom, school or community events.	
C. Exchange information with people locally or around the world.	FL.5.C.2.3 <i>Outreach</i>	3. Write a teacher-guided group letter to an e-pal or pen pal.	Assessments
D. Use various products and media from the target culture and language for personal enjoyment.	FL.5.D.2.4 <i>Enjoyment and Enrichment</i>	4. Use various media in the target language for study or pleasure (e.g., stories, children's magazines, music, songs, art).	
E. Attend, participate in or view target culture events and share with others.	FL.5.D.2.5  FL.5.E.2.6 <i>Enjoyment and Enrichment</i>	5. Listen and respond (e.g., sing, draw a picture, indicate favorites, identify keywords) to songs, stories and instrumental music of the target culture.  6. Participate in multicultural school or community events or visit ethnic shops/restaurants in the community and share 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 K-4	Instructional Organization	Grade Level Indicators	Notes
F. Organize and present basic information about various careers, including those that require understanding of another language and culture.	FL.5.F.2.7 <i>Career Exploration and Skills</i>	7. Identify and role play community professions (e.g., fire safety, officers, police officers, teachers, doctors).	Vocabulary
G. Work cooperatively in groups to accomplish a task.	FL.5.F.2.8	8. Identify basic technologies in the classroom, school and workplace (e.g., computers, telephones, TVs, fax machine).	Assessments
	FL.5.G.2.9 <i>Career Exploration and Skills</i>	9. Identify and use effective group strategies to complete a short project (e.g., assigning drawings and short descriptions of characters to each group member based on a story).	Resources/Remediation/ Enrichment

Foreign Language COS  
Indicator Check List

<i>Grade 2 Standard 1</i>		<i>First Quarter</i>	<i>Second Quarter</i>	<i>Third Quarter</i>	<i>Fourth Quarter</i>
<b>Communication</b>					
FL.1.A.2.1	1. Ask and answer questions about likes and dislikes (e.g., What is your favorite color?/¿Cual es tu color favorite? What fruit don't you like?/Welche Frucht has du nicht gern?).				
FL.1.B.2.2	2. Exchange simple messages (e.g., telephone conversations, thank-you notes) following a model.				
FL.1.C.2.3	3. Ask questions for clarification about daily activities and classroom routines (e.g., What's for lunch? Who's the line leader?).				
FL.1.D.2.4	4. Make simple requests for peers to follow (e.g., Stand up./Tatte kudasai. Steh auf. Turn around./Da la vuelta. Listen./t#ng.).				
FL.1.E.2.5	5. Respond to sequence of requests (e.g., Go to the door and knock three times./Camina a la puerta y toca tres veces.).				
FL.1.E.2.6	6. Read and follow simple directions (e.g., Write you name./Namae o kaite kudasai. Color the flower red./Colorea la flor roja.).				
FL.1.F.2.7	7. Identify accurate and inaccurate descriptions of people and objects (e.g., Snow is cold. The ball is square.).				
FL.1.G.2.8	8. Read high-frequency sight words using visual cues (e.g., diacritical marks, tone marks).				
FL.1.H.2.9	9. Answer simple questions concerning essential elements of a story (e.g., who? what? when? where? how?).				

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Indicator Check List

<i>Grade 2 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.2.10	10. Create and describe illustrations to demonstrate comprehension of texts (e.g., draw or cut out pictures, select computer graphics).				
FL.1.H.2.11	11. State the main point of a familiar narrative.				
FL.1.I.2.12	12. Recite a poem or rhyme with body movements.				
FL.1.J.2.13	13. Retell or dramatize a poem, rhyme or familiar children’s story.				
FL.1.J.2.14	14. Present readings of short, familiar texts containing memorized or highly practiced phrases.				
FL.1.K.2.15	15. Label familiar objects or people (e.g., school supplies, family members, geometric shapes) and share with others.				
FL.1.L.2.16	16. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing) to simple sentences.				

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Indicator Check List

<i>Grade 2 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.2.1	1. Identify appropriate patterns of behavior (e.g., gestures used with friends and family).				
FL.2.B.2.2	2. Use appropriate gestures with target language expressions (e.g., asking permission, passing out materials etiquette, greetings and leave-taking).				
FL.2.B.2.3	3. Sing/sign songs, play games and celebrate events from the target culture.				
FL.2.C.2.4	4. Make a tangible cultural product (e.g., a craft, toy, food, flag).				
FL.2.C.2.5	5. Identify characteristics of cultural items (e.g., toys, clothing, foods).				
FL.2.C.2.6	6. Identify well-known, contemporary or historical people from the target culture (e.g., athletes, artists).				
FL.2.D.2.7	7. Identify some major contributions from the target culture (e.g., food, sports, music).				

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<i>Grade 2 <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.2.1	1. Identify and use appropriate terms of measurement, currency and time (e.g., measure clothing in centimeters, count target culture money, tell time).				
FL.3.A.2.2	2. Locate target language country/countries on the globe or world map, using a visual or oral cue.				
FL.3.A.2.3	3. Retell a story by charting or graphing important elements, with teacher assistance.				
FL.3.B.2.4	4. Listen to an adapted story or folktale from the target culture and retell the story using visual cues and verbal prompts.				
FL.3.B.2.5	5. Listen to music from the target culture and name the instruments used.				
FL.3.B.2.6	6. Watch a video segment or demonstration of a target culture practice (e.g., celebration, food preparation) and name the key steps or elements involved using visual cues and verbal prompts.				

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Indicator Check List

<i>Grade 2 <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.2.1	1. Identify and describe the sound-symbol associations of English and the target language (e.g., Spanish versus English “rosa;” Latin hard “c” and “g” sounds).				
FL.4.B.2.2	2. Identify levels of politeness, and formal and informal language (e.g., greetings, titles).				
FL.4.C.2.3	3. Identify and describe cultural patterns, behaviors and activities (e.g., families, schools).				
FL.4.D.2.4	4. Identify similarities and differences between tangible products of the target culture and students’ own culture (e.g., school supplies, toys).				
FL.4.D.2.5	5. Compare means of measurement, currency and time in the target culture and students’ own culture (e.g., inches versus centimeters, pesos, yen, Euro versus dollars, 24-hour time, U.S. versus Chinese calendar).				

Foreign Language COS  
Indicator Check List

<i>Grade 2 <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.2.1	1. Participate in activities for the school or community (e.g., participate in international festivals, read aloud to others).				
FL.5.B.2.2	2. Perform songs, poetry and stories for classroom, school or community events.				
FL.5.C.2.3	3. Write a teacher-guided group letter to an e-pal or pen pal.				
FL.5.D.2.4	4. Use various media in the target language for study or pleasure (e.g., stories, children’s magazines, music, songs, art).				
FL.5.D.2.5	5. 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.2.6	6. Participate in multicultural school or community events or visit ethnic shops/restaurants in the community and share with others.				
FL.5.F.2.7	7. Identify and role play community professions (e.g., fire safety, officers, police officers, teachers, doctors).				
FL.5.F.2.8	8. Identify basic technologies in the classroom, school and workplace (e.g., computers, telephones, TVs, fax machine).				
FL.5.G.2.9	9. Identify and use effective group strategies to complete a short project (e.g., assigning drawings and short descriptions of characters to each group member based on a story).				