

Seventh 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 5-8	Instructional Organization	Grade Level Indicators	Notes
A. Engage in oral, written or signed conversation on familiar topics.	FL.1.A.7.1 <i>Interpersonal</i>	1. Engage in oral, visual or written exchanges to obtain and provide information related to target language cultures or topics from other content areas.	Vocabulary
B. Express personal preferences and feelings, and support opinions.	FL.1.B.7.2 <i>Interpersonal</i>	2. Express, discuss and support feeling, emotions or opinions about familiar topics.	
C. Request and provide clarification.	FL.1.C.7.3 <i>Interpersonal</i>	3. Clarify meaning (e.g., restatement asking questions).	Assessments
D. Give and follow multi-step directions.	FL.1.D.7.4 <i>Interpersonal</i>	4. Give and follow a short series of oral, signed and/or written requests.	
E. Use culturally appropriate language and gestures in a variety of social settings.	FL.1.E.7.5 <i>Interpersonal</i>	5. Use appropriate language and gestures when interacting with peers and adults in a variety of social settings.	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 5-8	Instructional Organization	Grade Level Indicators	Notes
F. Follow multi-step directions.	FL.1.F.7.6 <i>Interpretive</i>	6. Respond appropriately to complex directions (e.g., making accent marks on the computer, completing a report).	Vocabulary
G. Derive meaning using aural, visual and contextual clues.	FL.1.G.7.7 <i>Interpretive</i>	7. Derive meaning through the use of various clues (e.g., prefixes, suffixes, root words, cognates, intonation, and word order).	
H. Identify a speaker’s or author’s purpose and discuss the main idea, characters and supporting details in a variety of media.	FL.1.H.7.8 <i>Interpretive</i>	8. Outline information gathered from a nonfiction source (e.g., newspapers, magazines, Web sites, historical texts).	Assessments
	FL.1.H.7.9	9. Predict the outcome of a story from age-appropriate media (e.g., print, audio, visual).	
I. Narrate an event, a personal experience or an original story.	FL.1.I.7.10 <i>Presentational</i>	10. Write, tell or dramatize an original story using description, narration and detail.	Resources/Remediation/ Enrichment
J. Present original work and cultural material.	FL.1.J.7.11 <i>Presentational</i>	11. Produce and share informal and formal communication (e.g., fliers, posters, videos).	

**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 5-8	Instructional Organization	Grade Level Indicators	Notes
K. Apply age-appropriate writing process strategies to publish a document for a range of audiences.	FL.1.K.7.12 <i>Presentational</i>	12. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing).	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 5-8	Instructional Organization	Grade Level Indicators	Notes
A. Investigate, discuss and report on practices and perspectives of the target culture.	FL.2.A.7.1 <i>Practices</i>	1. Research and report on a variety of topics from the target culture (e.g., entertainment, nutrition/health, gender roles).	Vocabulary
B. Participate in and discuss age-appropriate cultural practices.	FL.2.B.7.2 <i>Practices</i>	2. Interact verbally and nonverbally in a variety of situations using culturally appropriate etiquette (e.g., at a celebration, in a restaurant, as a guest in someone's home, at a sporting event).	Assessments
C. Investigate, discuss and report on products and perspectives of the target culture.	FL.2.C.7.3	3. Identify important symbols associated with the target culture (e.g., Roman eagle, French fleur-de-lis) and explain their significance.	Resources/Remediation/ Enrichment
	FL.2.C.7.4 <i>Products</i>	4. Discuss impressions and perspectives gleaned from film and video (e.g., how people treat each other, the ways they view their families, the places where they live).	
D. Identify significant contributions and historical figures from the target culture.	FL.2.D.7.5 <i>Products</i>	5. Investigate and discuss how ancient cultures influence modern cultures (e.g., legal practices, holiday celebrations, architecture).	

**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 5-8	Instructional Organization	Grade Level Indicators	Notes
A. Investigate and report on concepts from across disciplines.	FL.3.A.7.1 <i>Integrated Studies</i>	1. Identify and/or demonstrate styles of authentic music or dance.	Vocabulary
	FL.3.A.7.2	2. Convert U.S. units of measurement to the measurement system of the target culture.	
	FL.3.A.7.3	3. Research and discuss health issues of adolescents in the target culture.	Assessments
	FL.3.A.7.4	4. Create and present a project about a target culture community that incorporates interdisciplinary content (e.g., graphics, artwork, maps, points of interest, authentic music).	
	FL.3.A.7.5	5. Investigate and share findings on how geography and climate influence the lives of people in the target culture.	
			Resources/Remediation/ Enrichment

**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 5-8	Instructional Organization	Grade Level Indicators	Notes
B. Obtain information and discuss viewpoints from the target culture using authentic sources, and apply understandings to concepts from across disciplines.	FL.3.B.7.6 <i>New Viewpoints</i>	6. Summarize coverage of a current event from a target language news source.	Vocabulary
	FL.3.B.7.7	7. Interview a target language speaker to obtain information for a project in another discipline.	
	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 5-8	Instructional Organization	Grade Level Indicators	Notes
A. Identify and discuss linguistic structures of the target language and English.	FL.4.A.7.1 <i>Linguistic Insights</i>	1. Identify prefixes and suffixes to determine word meanings.	Vocabulary
B. Compare and contrast how linguistic structures carry meaning and vary across languages.	FL.4.B.7.2 <i>Linguistic Insights</i>	2. Compare and contrast grammatical categories such as tense, gender and agreement in the target language and English.	
C. Compare and contrast practices and perspectives of the target culture and students' own culture.	FL.4.C.7.3 <i>Cultural Insights</i>	3. Compare and contrast cultural attitudes and perspectives about various topics (e.g., physical fitness, driving, education).	Assessments
D. Compare and contrast products and perspectives of the target culture and student's own culture.	FL.4.D.7.4 <i>Cultural Insights</i>	4. Compare products and perspectives form the target culture and students' own culture (e.g., clothing, automobiles, cosmetics).	
			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 5-8	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.7.1 <i>Outreach</i>	1. Present information about the target language and culture to younger students (e.g., celebrations, holidays, the arts).	Vocabulary
	FL.5.A.7.2	2. Participate in activities for the school or community (e.g., service projects, assisting speakers of other languages).	
B. Perform for a school or community event.	FL.5.B.7.3 <i>Outreach</i>	3. Perform for, or participate in, school and community celebrations of the target culture.	Assessments
C. Engage in communication with people locally and around the world.	FL.5.C.7.4 <i>Outreach</i>	4. Communicate with e-pals or pen pals about topics of personal and/or community interest.	
D. Exchange information about, and personal reactions to, various products and media of the target culture.	FL.5.D.7.5 <i>Enjoyment and Enrichment</i>	5. Play sports or games from the target culture.	Resources/Remediation/ Enrichment
	FL.5.D.7.6	6. Listen to and discuss music, sing songs or play musical instruments from the target culture.	

**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 5-8	Instructional Organization	Grade Level Indicators	Notes
D. Exchange information about, and personal reactions to, various products and media of the target culture.	FL.5.D.7.7	7. Read short narratives or poems and share with others.	Vocabulary
E. Attend, participate in or view target culture events and describe to others.	FL.5.E.7.8 <i>Enjoyment and Enrichment</i>	8. Attend, participate in or view via media, target culture events (e.g., fairs, festivals, exhibitions, holiday and family celebrations) and describe to others.	Assessments
F. Identify and present information about various careers that require understanding of another language and culture.	FL.5.F.7.9 <i>Career Exploration and Skills</i>	9. Investigate and present how second language skills are used and what level of proficiency is needed in various local and world wide careers.	Resources/Remediation/ Enrichment
	FL.5.F.7.10	10. Investigate and present work norms (e.g., schedules, salary, vacation, women in the workforce, retirement age) in a variety of cultures.	
	FL.5.F.7.11	11. Identify career interests and abilities and evaluate career choices.	

**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 5-8

Instructional  
Organization

Grade Level Indicators

Notes

G. Prepare and implement tools to facilitate group projects.	FL.5.G.7.12 <i>Career Exploration and Skills</i>	12. Work cooperatively (e.g., set goals, prioritize tasks, select resources, evaluate results) to complete tasks on a given theme (e.g., purchase a wardrobe for a planned trip based on climate activities, budget, culture).	Vocabulary
			Assessments
			Resources/Remediation/ Enrichment



Foreign Language COS  
Indicator Check List

<u>Grade 7 Standard 1</u>		First Quarter	Second Quarter	Third Quarter	Fourth Quarter
<b>Communication</b>					
FL.1.A.7.1	1. Engage in oral, visual or written exchanges to obtain and provide information related to target language cultures or topics from other content areas.				
FL.1.B.7.2	2. Express, discuss and support feeling, emotions or opinions about familiar topics.				
FL.1.C.7.3	3. Clarify meaning (e.g., restatement asking questions).				
FL.1.D.7.4	4. Give and follow a short series of oral, signed and/or written requests.				
FL.1.E.7.5	5. Use appropriate language and gestures when interacting with peers and adults in a variety of social settings.				
FL.1.F.7.6	6. Respond appropriately to complex directions (e.g., making accent marks on the computer, completing a report).				
FL.1.G.7.7	7. Derive meaning through the use of various clues (e.g., prefixes, suffixes, root words, cognates, intonation, and word order).				
FL.1.H.7.8	8. Outline information gathered from a nonfiction source (e.g., newspapers, magazines, Web sites, historical texts).				
FL.1.H.7.9	9. Predict the outcome of a story from age-appropriate media (e.g., print, audio, visual).				
FL.1.I.7.10	10. Write, tell or dramatize an original story using description, narration and detail.				

Foreign Language COS  
Indicator Check List

<i>Grade 7 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.J.7.11	11. Produce and share informal and formal communication (e.g., fliers, posters, videos).				
FL.1.K.7.12	12. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing).				

Foreign Language COS  
Indicator Check List

<i>Grade 7 Standard 2</i>		<i>First Quarter</i>	<i>Second Quarter</i>	<i>Third Quarter</i>	<i>Fourth Quarter</i>
<b><i>Cultures</i></b>					
FL.2.A.7.1	1. Research and report on a variety of topics from the target culture (e.g., entertainment, nutrition/health, gender roles).				
FL.2.B.7.2	2. Interact verbally and nonverbally in a variety of situations using culturally appropriate etiquette (e.g., at a celebration, in a restaurant, as a guest in someone's home, at a sporting event).				
FL.2.C.7.3	3. Identify important symbols associated with the target culture (e.g., Roman eagle, French fleur-de-lis) and explain their significance.				
FL.2.C.7.4	4. Discuss impressions and perspectives gleaned from film and video (e.g., how people treat each other, the ways they view their families, the places where they live).				
FL.2.D.7.5	5. Investigate and discuss how ancient cultures influence modern cultures (e.g., legal practices, holiday celebrations, architecture).				

Foreign Language COS  
Indicator Check List

<i>Grade 7 <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.7.1	1. Identify and/or demonstrate styles of authentic music or dance.				
FL.3.A.7.2	2. Convert U.S. units of measurement to the measurement system of the target culture.				
FL.3.A.7.3	3. Research and discuss health issues of adolescents in the target culture.				
FL.3.A.7.4	4. Create and present a project about a target culture community that incorporates interdisciplinary content (e.g., graphics, artwork, maps, points of interest, authentic music).				
FL.3.A.7.5	5. Investigate and share findings on how geography and climate influence the lives of people in the target culture.				
FL.3.B.7.6	6. Summarize coverage of a current event from a target language news source.				
FL.3.B.7.7	7. Interview a target language speaker to obtain information for a project in another discipline.				

Foreign Language COS  
Indicator Check List

<i>Grade 7 <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.7.1	1. Identify prefixes and suffixes to determine word meanings.				
FL.4.B.7.2	2. Compare and contrast grammatical categories such as tense, gender and agreement in the target language and English.				
FL.4.C.7.3	3. Compare and contrast cultural attitudes and perspectives about various topics (e.g., physical fitness, driving, education).				
FL.4.D.7.4	4. Compare products and perspectives from the target culture and students' own culture (e.g., clothing, automobiles, cosmetics).				

Foreign Language COS  
Indicator Check List

<i>Grade 7 <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.7.1	1. Present information about the target language and culture to younger students (e.g., celebrations, holidays, the arts).				
FL.5.A.7.2	2. Participate in activities for the school or community (e.g., service projects, assisting speakers of other languages).				
FL.5.B.7.3	3. Perform for, or participate in, school and community celebrations of the target culture.				
FL.5.C.7.4	4. Communicate with e-pals or pen pals about topics of personal and/or community interest.				
FL.5.D.7.5	5. Play sports or games from the target culture.				
FL.5.D.7.6	6. Listen to and discuss music, sing songs or play musical instruments from the target culture.				
FL.5.D.7.7	7. Read short narratives or poems and share with others.				
FL.5.E.7.8	8. Attend, participate in or view via media, target culture events (e.g., fairs, festivals, exhibitions, holiday and family celebrations) and describe to others.				
FL.5.F.7.9	9. Investigate and present how second language skills are used and what level of proficiency is needed in various local and world wide careers.				
FL.5.F.7.10	10. Investigate and present work norms (e.g., schedules, salary, vacation, women in the workforce, retirement age) in a variety of cultures.				

Foreign Language COS  
Indicator Check List

<i>Grade 7 <u>Standard 5</u> (Cont.)</i>		<i>First Quarter</i>	<i>Second Quarter</i>	<i>Third Quarter</i>	<i>Fourth Quarter</i>
<i>Communities</i>					
FL.5.F.7.11	11. Identify career interests and abilities and evaluate career choices.				
FL.5.G.7.12	12. Work cooperatively (e.g., set goals, prioritize tasks, select resources, evaluate results) to complete tasks on a given theme (e.g., purchase a wardrobe for a planned trip based on climate activities, budget, culture).				