

Sixth 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.6.1 <i>Interpersonal</i>	1. Carry on conversations or interviews about familiar topics (e.g. school rules, sport teams, movies, music).	Vocabulary
B. Express personal preferences and feelings, and support opinions.	FL.1.B.6.2 <i>Interpersonal</i>	2. Exchange opinions about familiar topics in written, oral or signed form (e.g., favorite pet, homework).	
C. Request and provide clarification.	FL.1.C.6.3 <i>Interpersonal</i>	3. Clarify meaning through logical sequencing (e.g. First, he opened the door. Then, he came in. Finally, he spoke.).	Assessments
D. Give and follow multi-step directions.	FL.1.D.6.4 <i>Interpersonal</i>	4. Give and follow a short sequence of oral, signed and/or written requests.	
E. Use culturally appropriate language and gestures in a variety of social settings.	FL.1.E.6.5 <i>Interpersonal</i>	5. Use culturally appropriate gestures in everyday social situations (e.g., greetings, farewells, introductions).	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.6.6 <i>Interpretive</i>	6. Respond appropriately to complex directions (e.g., getting to school, completing a craft project).	Vocabulary
G. Derive meaning using aural, visual and contextual clues.	FL.1.G.6.7 <i>Interpretive</i>	7. Interpret culturally appropriate verbal and nonverbal communication (e.g., interjections, gestures, proximity).	
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.6.8 <i>Interpretive</i>	8. Identify the purpose and main idea, and describe characters, setting and important events in age-appropriate media (e.g., print, audio, visual).	Assessments
I. Narrate an event, a personal experience or an original story.	FL.1.I.6.9 <i>Presentational</i>	9. Narrate orally, visually or in writing, with relevant details, an event or personal experience (e.g., special celebrations, family trip).	
			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
J. Present original work and cultural material.  K. Apply age-appropriate writing process strategies to publish a document for a range of audiences.	FL.1.J.6.10 <i>Presentational</i>	10. Create and present student-generated works (e.g., skits, songs, poems, stories, reports).	Vocabulary
	FL.1.K.6.11 <i>Presentational</i>	11. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing).	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.6.1 <i>Practices</i>	1. Discuss social conventions of the target culture (e.g., shopping, after-school activities, family, friendships).	Vocabulary
B. Participate in and discuss age-appropriate cultural practices.	FL.2.A.6.2	2. Discuss appropriate ways to interact with individuals from the target language culture (e.g., cheek-kissing, personal space).	Assessments
C. Investigate, discuss and report on products and perspectives of the target culture.	FL.2.B.6.3 <i>Practices</i>	3. Investigate and simulate holidays observed by the target culture (e.g., Day of the Dead, Chinese New Year, Lupercalia).	Resources/Remediation/ Enrichment
D. Identify significant contributions and historical figures from the target culture.	FL.2.C.6.4 <i>Products</i>	4. Investigate and report on products of the target culture (e.g., music, traditional clothing, food, art).	
	FL.2.C.6.5	5. Investigate and demonstrate how products are used in daily life (e.g., clothing, food, transportation).	
	FL.2.D.6.6 <i>Products</i>	6. Identify and describe well-known contributions of the target culture (e.g., art, music, clothing, food, legends).	



## 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.6.1 <i>Linguistic Insights</i>	1. Identify word roots to determine word meanings.	Vocabulary
B. Compare and contrast how linguistic structures carry meaning and vary across languages.	FL.4.B.6.2 <i>Linguistic Insights</i>	2. Compare and contrast corresponding idiomatic expressions in English and the target language (e.g., English - pulling your leg/Spanish - tomar el pelo; English - from head to toe/Chinese - cong tou dao jiao; English - How are you?/Latin - quid agis?).	
C. Compare and contrast practices and perspectives of the target culture and students' own culture.	FL.4.C.6.3 <i>Cultural Insights</i>	3. Compare and contrast cultural practices and perspectives related to daily activities (e.g., family, schools, sports).	Assessments
	FL.4.C.6.4	4. Compare and contrast perspectives related to observances, rites of passage, traditions and celebrations (e.g., veiling, bulla, dedications, quinceanera, weddings, Bastille Day, Cerealía).	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 5-8	Instructional Organization	Grade Level Indicators	Notes
<p>D. Compare and contrast products and perspectives of the target culture and student’s own culture.</p>	<p>FL.4.D.6.5 <i>Cultural Insights</i></p>	<p>5. Compare and contrast products related to cultural practices (e.g., veils, fireworks, announcements in the newspaper, toga virilis/toga of manhood) in the target culture and students’ own culture.</p>	<p>Vocabulary</p>
			<p>Assessments</p>
			<p>Resources/Remediation/ Enrichment</p>

**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.6.1 <i>Outreach</i>	1. Participate in activities for the school or community (e.g., teaching a song or poem to younger students, peer tutoring).	Vocabulary
B. Perform for a school or community event.	FL.5.B.6.2 <i>Outreach</i>	2. Perform for, or participate in, school and community celebrations of the target culture.	
C. Engage in communication with people locally and around the world.	FL.5.C.6.3 <i>Outreach</i>	3. Communicate with e-pals or pen pals about topics of personal and/or community interest (e.g., school-related activities, popular fashions).	Assessments
D. Exchange information about, and personal reactions to, various products and media of the target culture.	FL.5.D.6.4 <i>Enjoyment and Enrichment</i>	4. Play sports or games from the target culture.	
	FL.5.D.6.5	5. Listen to and discuss music, sing songs or play musical instruments from the target culture.	Resources/Remediation/ Enrichment
	FL.5.D.6.6	6. Read short narratives or poems 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 5-8	Instructional Organization	Grade Level Indicators	Notes
E. Attend, participate in or view target culture events and describe to others.	FL.5.E.6.7 <i>Enjoyment and Enrichment</i>	7. Visit, or view via media, community sites that feature art, dance and/or music of the target culture and describe to others.	Vocabulary
F. Identify and present information about various careers that require understanding of another language and culture.	FL.5.F.6.8 <i>Career Exploration and Skills</i>	8. Acquire information from professionals in careers in which a second language and cultural knowledge are useful.	
	FL.5.F.6.9	9. Explain how understanding other languages and cultures promotes successful business and work relationships.	Assessments
	FL.5.F.6.10	10. Recognize generalizations related to careers about gender, culture and age, and provide counterexamples (e.g., astronaut=man/Sally Ride).	
G. Prepare and implement tools to facilitate group projects.	FL.5.G.6.11 <i>Career Exploration and Skills</i>	11. Work cooperatively (e.g., interpret texts and graphics, document-based questions, learning centers) to investigate a given topic (e.g., geography and its influence on a given culture).	Resources/Remediation/ Enrichment

Foreign Language COS  
Indicator Check List

<b><u>Grade 6 Standard 1</u></b>		<i>First Quarter</i>	<i>Second Quarter</i>	<i>Third Quarter</i>	<i>Fourth Quarter</i>
<b><i>Communication</i></b>					
FL.1.A.6.1	1. Carry on conversations or interviews about familiar topics (e.g. school rules, sport teams, movies, music).				
FL.1.B.6.2	2. Exchange opinions about familiar topics in written, oral or signed form (e.g., favorite pet, homework).				
FL.1.C.6.3	3. Clarify meaning through logical sequencing (e.g. First, he opened the door. Then, he came in. Finally, he spoke.).				
FL.1.D.6.4	4. Give and follow a short sequence of oral, signed and/or written requests.				
FL.1.E.6.5	5. Use culturally appropriate gestures in everyday social situations (e.g., greetings, farewells, introductions).				
FL.1.F.6.6	6. Respond appropriately to complex directions (e.g., getting to school, completing a craft project).				
FL.1.G.6.7	7. Interpret culturally appropriate verbal and nonverbal communication (e.g., interjections, gestures, proximity).				
FL.1.H.6.8	8. Identify the purpose and main idea, and describe characters, setting and important events in age-appropriate media (e.g., print, audio, visual).				
FL.1.I.6.9	9. Narrate orally, visually or in writing, with relevant details, an event or personal experience (e.g., special celebrations, family trip).				

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Indicator Check List

<i>Grade 6 <u>Standard 1</u> (Cont.)</i>		<i>First Quarter</i>	<i>Second Quarter</i>	<i>Third Quarter</i>	<i>Fourth Quarter</i>
<b>Communication</b>					
FL.1.J.6.10	10. Create and present student-generated works (e.g., skits, songs, poems, stories, reports).				
FL.1.K.6.11	11. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing).				

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<i>Grade 6 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.6.1	1. Discuss social conventions of the target culture (e.g., shopping, after-school activities, family, friendships).				
FL.2.A.6.2	2. Discuss appropriate ways to interact with individuals from the target language culture (e.g., cheek-kissing, personal space).				
FL.2.B.6.3	3. Investigate and simulate holidays observed by the target culture (e.g., Day of the Dead, Chinese New Year, Lupercalia).				
FL.2.C.6.4	4. Investigate and report on products of the target culture (e.g., music, traditional clothing, food, art).				
FL.2.C.6.5	5. Investigate and demonstrate how products are used in daily life (e.g., clothing, food, transportation).				
FL.2.D.6.6	6. Identify and describe well-known contributions of the target culture (e.g., art, music, clothing, food, legends).				

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<i>Grade 6 <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.6.1	1. Discuss literary works in terms of plot, character, setting or other literary elements (e.g., imagery, alliteration, symbols, genre).				
FL.3.A.6.2	2. Identify locations using map skills (e.g., longitude, latitude).				
FL.3.A.6.3	3. Compare time zones across various communities or countries.				
FL.3.A.6.4	4. Identify similarities and differences in the styles of artists from various world cultures.				
FL.3.B.6.5	5. Research and report on global issues (e.g., population growth, food availability, use of natural and consumer resources) from the viewpoint of the target culture.				
FL.3.B.6.6	6. Gather, organize and present information and viewpoints related to selected target language countries and communities using age-appropriate sources.				

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<i>Grade 6 <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.6.1	1. Identify word roots to determine word meanings.				
FL.4.B.6.2	2. Compare and contrast corresponding idiomatic expressions in English and the target language (e.g., English - pulling your leg/Spanish - tomar el pelo; English - from head to toe/Chinese - cong tou dao jiao; English - How are you?/Latin - quid agis?).				
FL.4.C.6.3	3. Compare and contrast cultural practices and perspectives related to daily activities (e.g., family, schools, sports).				
FL.4.C.6.4	4. Compare and contrast perspectives related to observances, rites of passage, traditions and celebrations (e.g., veiling, bulla, dedications, quinceanera, weddings, Bastille Day, Cerealia).				
FL.4.D.6.5	5. Compare and contrast products related to cultural practices (e.g., veils, fireworks, announcements in the newspaper, toga virilis/toga of manhood) in the target culture and students' own culture.				

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<i>Grade 6 <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.6.1	1. Participate in activities for the school or community (e.g., teaching a song or poem to younger students, peer tutoring).				
FL.5.B.6.2	2. Perform for, or participate in, school and community celebrations of the target culture.				
FL.5.C.6.3	3. Communicate with e-pals or pen pals about topics of personal and/or community interest (e.g., school-related activities, popular fashions).				
FL.5.D.6.4	4. Play sports or games from the target culture.				
FL.5.D.6.5	5. Listen to and discuss music, sing songs or play musical instruments from the target culture.				
FL.5.D.6.6	6. Read short narratives or poems and share with others.				
FL.5.E.6.7	7. Visit, or view via media, community sites that feature art, dance and/or music of the target culture and describe to others.				
FL.5.F.6.8	8. Acquire information from professionals in careers in which a second language and cultural knowledge are useful.				
FL.5.F.6.9	9. Explain how understanding other languages and cultures promotes successful business and work relationships.				
FL.5.F.6.10	10. Recognize generalizations related to careers about gender, culture and age, and provide counterexamples (e.g., astronaut=man/Sally Ride).				

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Indicator Check List

		<i>First Quarter</i>	<i>Second Quarter</i>	<i>Third Quarter</i>	<i>Fourth Quarter</i>
<b>Grade 6 <u>Standard 5</u></b>					
<b>Communities</b>					
FL.5.G.6.11	11. Work cooperatively (e.g., interpret texts and graphics, document-based questions, learning centers) to investigate a give topic (e.g., geography and its influence on a given culture).				