

Tenth Grade
(Level 2)
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 9-12	Instructional Organization	Grade Level Indicators	Notes
A. Interact using extended spoken, signed or written communication by providing and obtaining information.	FL.1.A.10.1 <i>Interpersonal</i>	1. Discuss current events and issues (e.g., immigration, environmental concerns).	Vocabulary
	FL.1.A.10.2	2. Create, explain and participate in a group activity that requires multiple steps (e.g., game, scavenger hunt, making a craft).	
B. Express a wide range of feelings and emotions, and discuss and support opinions.	FL.1.B.10.3 <i>Interpersonal</i>	3. Express and support opinions about topics appropriate to grade level (e.g., cars, dating, music, fashion, sports).	Assessments
C. Use a wide range of strategies to negotiate meaning.	FL.1.C.10.4 <i>Interpersonal</i>	4. Clarify meaning (e.g., elaboration, questioning).	
D. Give and follow a series of complex directions.	FL.1.D.10.5 <i>Interpersonal</i>	5. Give and follow directions, instructions and requests (e.g., changing a tire, treating an injury).	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 9-12	Instructional Organization	Grade Level Indicators	Notes
E. Interact in a wider range of situations using culturally authentic language and gestures.	FL.1.E.10.6 <i>Interpersonal</i>	6. Use appropriate language and gestures in culturally authentic social contexts (e.g., ordering in a restaurant, seeking medical attention, making and responding to an invitation).	Vocabulary
F. Follow complex oral, signed or written directions and requests.	FL.1.F.10.7 <i>Interpretive</i>	7. Follow directions, instructions and requests (e.g., using voice mail, travel options).	
G. Use a variety of reading and listening strategies to derive meaning from texts.	FL.1.G.10.8 <i>Interpretive</i>	8. Use listening and reading strategies (e.g., identifying key words and phrases to determine tone and intended audience).	Assessments
H. Analyze information from a variety of oral, written and visual sources by summarizing, critiquing and explaining texts.	FL.1.H.10.9 <i>Presentational</i>	9. Paraphrase conversations and written information on a variety of topics (e.g., social issues, current events).	
	FL.1.H.10.10	10. Relate the main theme/idea of one literary selection to another (e.g., short narratives, illustrated stories).	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 9-12	Instructional Organization	Grade Level Indicators	Notes
I. Create presentations on a range of original or authentic expressive products.	FL.1.I.10.11 <i>Presentation</i>	11. Present an age-appropriate song, story or poem from the target language culture.	Vocabulary
J. Present information and ideas on a range of topics.	FL.1.J.10.12 <i>Presentation</i>	12. Write and present a speech on a cultural or historic topic, or on a personal experience.	
K. Apply age-appropriate writing process strategies to produce a variety of documents for publication.	FL.1.J.10.13	13. Write and send informal/formal letters for a variety of purposes (e.g., introducing oneself, acquiring information, apply for a job).	Assessments
	FL.1.K.10.14 <i>Presentation</i>	14. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing).	
			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 9-12	Instructional Organization	Grade Level Indicators	Notes
A. Analyze, discuss and report on a wide range of practices and perspectives of the target culture.	FL.2.A.10.1 <i>Practices</i>	1. Analyze and discuss behavior patterns of peers in the target culture.	Vocabulary
B. Participate in and discuss a wide variety of cultural practices.	FL.2.B.10.2 <i>Practices</i> FL.2.B.10.3	2. Interpret and use verbal and nonverbal cultural cues in a variety of situations (e.g., personal space, eye contact). 3. Interact with others using culturally appropriate gestures and patterns of behavior in everyday situations (e.g., welcoming a guest, ordering a meal, conversing on the phone).	
C. Analyze, discuss and report on a wide variety of products and perspectives of the target culture.	FL.2.C.10.4 <i>Products</i>	4. Explain and discuss products of the target culture that may be unfamiliar or misunderstood (e.g., bidet, concierge, lower dining table, lararium, lederhosen).	Resources/Remediation/ Enrichment
D. Analyze, discuss and report on significant contributions from the target culture.	FL.2.D.10.5 <i>Products</i>	5. Explain the contributions of the target culture in literature and the fine arts.	

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 9-12

Instructional
Organization

Grade Level Indicators

Notes

D. Analyze, discuss and report on significant contributions from the target culture.	FL.2.D.10.6	6. Identify and explain influences of the target culture on U.S. culture (e.g., borrowed words/expressions, food, organization of government).	Vocabulary
			Assessments
			Resources/Remediation/ Enrichment

**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 9-12	Instructional Organization	Grade Level Indicators	Notes
A. Investigate, analyze and present concepts from across disciplines.	FL.3.A.10.1 <i>Integrated Studies</i>	1. Investigate economic conditions of the target culture and the home culture (e.g., standards of living, imports/exports, welfare systems).	Vocabulary
	FL.3.A.10.2	2. Explain interdisciplinary topics (e.g., literary genres, ecosystems, financial markets, immigrant population).	
B. Investigate, analyze and present information and viewpoints from the target culture using authentic sources, and apply understandings across disciplines.	FL.3.B.10.3 <i>New Viewpoints</i>	3. Examine how cultural institutions have changed over time (e.g., family, education, government).	Assessments
	FL.3.B.10.4	4. Report on topics of personal interest or on topics with which students have limited experience (e.g., artists, musicians, authors, politicians) using a variety of authentic texts.	
			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 9-12	Instructional Organization	Grade Level Indicators	Notes
A. Analyze and discuss linguistic structures and conventions of the target language and English.	FL.4.A.10.1 <i>Linguistic Insights</i>	1. Analyze and discuss how various linguistic elements are represented in the target language and English (e.g., subjunctive, idiomatic expressions, word order, use or omission of subject pronouns).	Vocabulary
B. Analyze and explain how the target language and English express meaning through variations in style.	FL.4.B.10.2 <i>Linguistic Insights</i>	2. Analyze comparable idiomatic expressions that represent a cultural awareness of the target language and students' own language (e.g., Hay moros en la costa./There are Moors on the coast.=The walls have ears.; Shouji ni mimi ari./Be careful, you never know who is listening. = The walls have ears.; Revenons aux moutons./Let's get back to the sheep. = Let's get back to work.).	Assessments
C. Analyze and discuss how products, practices and perspectives of the students' own culture and the target culture overlap and differ.	FL.4.C.10.3 <i>Cultural Insights</i>	3. Compare elements such as plot, theme and/or character from literary works (e.g., poems, short excerpts, short plays) from the target culture and the students' own culture.	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 9-12	Instructional Organization	Grade Level Indicators	Notes
C. Analyze and discuss how products, practices and perspectives of the students' own culture and the target culture overlap and differ.	FL.4.C.10.4	4. Compare and contrast availability and affordability of products and services (e.g., cell phones, cars, cable TV) in the target culture and students' own culture.	Vocabulary
D. Discuss the concept of culture through analysis of products, practices and perspectives of the target culture and students' own culture.	FL.4.D.10.5 <i>Concept of Culture</i>	5. Analyze how advertising reflects perspectives related to products and practices of the target culture and students' own culture.	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 9-12	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.10.1 <i>Outreach</i>	1. Interact with groups outside the classroom to promote appreciation of the target culture (e.g., teaching simple songs, conversational expressions, topics of cultural interest).	Vocabulary
	FL.5.A.10.2	2. Participate in collaborative projects with language students of other grade levels or school districts (e.g., present plays, write books, share folk tales, exchange letters, develop Web-based projects).	Assessments
B. Perform original or authentic works for a school or community event.	FL.5.B.10.3 <i>Outreach</i>	3. Perform original or authentic works for a school or community event (e.g., sing, dance, act).	Resources/Remediation/ Enrichment
C. Sustain communication with people locally and around the world.	FL.5.C.10.4 <i>Outreach</i>	4. Establish and maintain personal communication links (e.g., pen pals, e-mail/video mail, TTY, hosting) with speakers of the target language to obtain perspectives on world events.	

**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 9-12	Instructional Organization	Grade Level Indicators	Notes
D. Report information about and personal reactions to various products, media and services of the target culture.	FL.5.D.10.5	5. Explore target culture communities and share information on, and reactions to, areas of personal interest with others (e.g., journaling, charting, photo essay).	Vocabulary
	FL.5.D.10.6	6. Use media (e.g., print media, movies, TV, Internet) in the target language for enjoyment and give a review to others.	
	FL.5.D.10.7	7. Contact target culture organizations (e.g., Sister City, visitors' bureau, sports leagues) to obtain information of personal interest through a variety of means (e.g., Web inquiry, letters) and report findings to others.	Assessments
E. Attend, participate in or view target culture events and describe to others.	FL.5.E.10.8 <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.	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 9-12	Instructional Organization	Grade Level Indicators	Notes
F. Evaluate and discuss how understanding of another language and culture enhances job skills and career options.	FL.5.F.10.9	9. Participate in career exploration or school-workplace projects (e.g., job shadowing, networking, participating in a job interview, contacting a job placement bureau, analyzing skills and requirements for employment opportunities) for a profession that requires proficiency in the target language or culture.	Vocabulary
	FL.5.F.10.10	10. Explain how a second language may enhance one's career choice (e.g., mobility, salary, career advancement).	Assessments
G. Develop evaluative tools and implement group strategies to complete tasks and solve problems.	FL.5.G.10.11 <i>Career Exploration and Skills</i>	11. Work cooperatively (e.g., evaluate and select options) to develop a persuasive piece (e.g., advertising campaign) for a product or service (e.g., food, housing, tickets to a play, vacation).	Resources/Remediation/ Enrichment

Foreign Language COS
Indicator Check List

<i>Grade 10 Standard 1</i>		<i>First Quarter</i>	<i>Second Quarter</i>	<i>Third Quarter</i>	<i>Fourth Quarter</i>
Communication					
FL.1.A.10.1	1. Discuss current events and issues (e.g., immigration, environmental concerns).				
FL.1.A.10.2	2. Create, explain and participate in a group activity that requires multiple steps (e.g., game, scavenger hunt, making a craft).				
FL.1.B.10.3	3. Express and support opinions about topics appropriate to grade level (e.g., cars, dating, music, fashion, sports).				
FL.1.C.10.4	4. Clarify meaning (e.g., elaboration, questioning).				
FL.1.D.10.5	5. Give and follow directions, instructions and requests (e.g., changing a tire, treating an injury).				
FL.1.E.10.6	6. Use appropriate language and gestures in culturally authentic social contexts (e.g., ordering in a restaurant, seeking medical attention, making and responding to an invitation).				
FL.1.F.10.7	7. Follow directions, instructions and requests (e.g., using voice mail, travel options).				
FL.1.G.10.8	8. Use listening and reading strategies (e.g., identifying key words and phrases to determine tone and intended audience).				
FL.1.H.10.9	9. Paraphrase conversations and written information on a variety of topics (e.g., social issues, current events).				
FL.1.H.10.10	10. Relate the main theme/idea of one literary selection to another (e.g., short narratives, illustrated stories).				

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Indicator Check List

<i>Grade 10 Standard 1 (Cont.)</i>		<i>First Quarter</i>	<i>Second Quarter</i>	<i>Third Quarter</i>	<i>Fourth Quarter</i>
Communication					
FL.1.I.10.11	11. Present an age-appropriate song, story or poem from the target language culture.				
FL.1.J.10.12	12. Write and present a speech on a cultural or historic topic, or on a personal experience.				
FL.1.J.10.13	13. Write and send informal/formal letters for a variety of purposes (e.g., introducing oneself, acquiring information, apply for a job).				
FL.1.K.10.14	14. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing).				

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Indicator Check List

<i>Grade 10 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.10.1	1. Analyze and discuss behavior patterns of peers in the target culture.				
FL.2.B.10.2	2. Interpret and use verbal and nonverbal cultural cues in a variety of situations (e.g., personal space, eye contact).				
FL.2.B.10.3	3. Interact with others using culturally appropriate gestures and patterns of behavior in everyday situations (e.g., welcoming a guest, ordering a meal, conversing on the phone).				
FL.2.C.10.4	4. Explain and discuss products of the target culture that may be unfamiliar or misunderstood (e.g., bidet, concierge, lower dining table, lararium, lederhosen).				
FL.2.D.10.5	5. Explain the contributions of the target culture in literature and the fine arts.				
FL.2.D.10.6	6. Identify and explain influences of the target culture on U.S. culture (e.g., borrowed words/expressions, food, organization of government).				

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<i>Grade 10 <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.10.1	1. Investigate economic conditions of the target culture and the home culture (e.g., standards of living, imports/exports, welfare systems).				
FL.3.A.10.2	2. Explain interdisciplinary topics (e.g., literary genres, ecosystems, financial markets, immigrant population).				
FL.3.B.10.3	3. Examine how cultural institutions have changed over time (e.g., family, education, government).				
FL.3.B.10.4	4. Report on topics of personal interest or on topics with which students have limited experience (e.g., artists, musicians, authors, politicians) using a variety of authentic texts.				

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<i>Grade 10 <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.10.1	1. Analyze and discuss how various linguistic elements are represented in the target language and English (e.g., subjunctive, idiomatic expressions, word order, use or omission of subject pronouns).				
FL.4.B.10.2	2. Analyze comparable idiomatic expressions that represent a cultural awareness of the target language and students' own language (e.g., Hay moros en la costa./There are Moors on the coast.=The walls have ears.; Shouji ni mimi ari./Be careful, you never know who is listening. = The walls have ears.; Revenons aux moutons./Let's get back to the sheep. = Let's get back to work.).				
FL.4.C.10.3	3. Compare elements such as plot, theme and/or character from literary works (e.g., poems, short excerpts, short plays) from the target culture and the students' own culture.				
FL.4.C.10.4	4. Compare and contrast availability and affordability of products and services (e.g., cell phones, cars, cable TV) in the target culture and students' own culture.				
FL.4.D.10.5	5. Analyze how advertising reflects perspectives related to products and practices of the target culture and students' own culture.				

Foreign Language COS
Indicator Check List

<i>Grade 10 <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.10.1	1. Interact with groups outside the classroom to promote appreciation of the target culture (e.g., teaching simple songs, conversational expressions, topics of cultural interest).				
FL.5.A.10.2	2. Participate in collaborative projects with language students of other grade levels or school districts (e.g., present plays, write books, share folk tales, exchange letters, develop Web-based projects).				
FL.5.B.10.3	3. Perform original or authentic works for a school or community event (e.g., sing, dance, act).				
FL.5.C.10.4	4. Establish and maintain personal communication links (e.g., pen pals, e-mail/video mail, TTY, hosting) with speakers of the target language to obtain perspectives on world events.				
FL.5.D.10.5	5. Explore target culture communities and share information on, and reactions to, areas of personal interest with others (e.g., journaling, charting, photo essay).				
FL.5.D.10.6	6. Use media (e.g., print media, movies, TV, Internet) in the target language for enjoyment and give a review to others.				
FL.5.D.10.7	7. Contact target culture organizations (e.g., Sister City, visitors' bureau, sports leagues) to obtain information of personal interest through a variety of means (e.g., Web inquiry, letters) and report findings to others.				

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Indicator Check List

<i>Grade 10 <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.E.10.8	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.10.9	9. Participate in career exploration or school-workplace projects (e.g., job shadowing, networking, participating in a job interview, contacting a job placement bureau, analyzing skills and requirements for employment opportunities) for a profession that requires proficiency in the target language or culture.				
FL.5.F.10.10	10. Explain how a second language may enhance one’s career choice (e.g., mobility, salary, career advancement).				
FL.5.G.10.11	11. Work cooperatively (e.g., evaluate and select options) to develop a persuasive piece (e.g., advertising campaign) for a product or service (e.g., food, housing, tickets to a play, vacation).				