



OHIO Communication Learning Standard: K-12 World Languages

Communication: Communicate in languages other than English, both in person and via technology.

A. Interpretive Communication (Reading, Listening/Viewing)

- Learners comprehend the main idea and relevant details in a variety of age-appropriate live, written and recording messages; personal anecdotes; and narratives in the language.
- They understand and interpret authentic texts ranging from articles in contemporary magazines, newspapers and Internet sources to children’s stories and classical literary texts.
- Learners derive meaning through the use of listening, viewing and reading strategies.
- Learners reinforce and expand their knowledge across disciplines as they acquire information and distinctive viewpoints directly through authentic print, non-print and digital language and culture sources.

B. Interpersonal Communication (Speaking/Signing, Listening/Viewing, Reading and Writing)

- Learners initiate and sustain meaningful spoken, written and signed communication by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways.
- Learners actively negotiate meaning across languages and cultures to ensure that their messages are understood and that they can understand others.

C. Presentational Communication (Speaking/Signing and Writing)

- Learners present information, concepts, ideas and viewpoints on a variety of topics to audiences of listeners, readers or viewers for varied purposes.
- Learners demonstrate linguistic and cultural competence through academic endeavors, creative undertakings and artistic expression.
- Learners use their understanding of culture to convey messages in a manner that facilitates interpretation by others where no direct opportunity to the active negotiation of meaning exists.

OHIO Cultures Learning Standard: K-12 World Languages

Cultures: Gain and use knowledge and understanding of other cultures.

- Through the target language, students examine the relationship among the products, practices and perspectives of the target culture(s).
- Students enhance their understanding by making cultural comparisons and developing cultural insights.
- The examination of products and practices in relation to shared cultural perspectives enables learners to understand authentic cultural contexts and use acceptable language and behavior in those contexts.
- As they become globally competent citizens, students learn that language and culture are inextricably linked.
- As they participate in multilingual communities and various cultures at home and around the world, both in person and via technology, they come to understand and abide by the constraints and freedoms afforded to individuals in the target culture(s) and their own.

Novice-Mid Proficiency Range: Communication

Functions: Can ask highly predictable and formulaic questions and respond to such questions by listing, naming, and identifying. May show emerging evidence of the ability to engage in simple conversation.

Contexts/Content: Able to function in some personally relevant contexts on topics that relate to basic biographical information.

(ODE Standards Alignment Tool for Communication, 2014)

Novice-Mid Proficiency Range: Cultures

Cultural Awareness: May use culturally appropriate gestures and formulaic expressions in highly practiced applications. May show awareness of the most obvious cultural differences or prohibitions, but may often miss cues indicating miscommunication.

(ODE Standards Alignment Tool for Communication, 2014)

Current textbook resource:

Spanish Level 1a and 1b Grades 7/8 Avancemos, McDougall, Littell, 2007
Spanish Level 1 BHS Realidades, Pearson, 2011

Functions	Structures	Cultural Contexts
<p>Practice greetings and expressions of courtesy</p> <p>Exchange personal information such as names, phone numbers, origin, and profession</p> <p>Talk about after school activities</p> <p>Say what you like and do not like</p> <p>Describe yourself and others</p> <p>Identify people and things</p> <p>Talk about daily schedules</p> <p>Discuss what you do and have to do in classes and how often</p> <p>Describe your classes and classroom objects</p> <p>Talk about foods and beverages</p> <p>Talk about your family</p> <p>Ask and tell ages</p> <p>Express possession</p> <p>Discuss your feelings</p> <p>Talk about the calendar with dates, days and numbers.</p> <p>Make comparisons</p> <p>Talk about clothing you wear in different seasons</p> <p>Describe places and events in town</p> <p>Talk about types of transportation</p> <p>Order from a menu</p> <p>Say what you are going to do in the immediate future</p> <p>Describe a house and household items</p> <p>Describe people and locations</p> <p>Talk about chores and responsibilities</p> <p>Talk about sports</p> <p>Talk about whom you know and what you know</p> <p>Talk about parts of the body</p> <p>Make excuses</p> <p>Talk about staying healthy</p> <p>Ask and answer questions</p>	<p>Forms and use of the verb ser with origin, description, characteristics, profession, time, possession</p> <p>Forms and use of the verb gustar</p> <p>Forms and use of the verb tener to say what you have</p> <p>Forms and use of the verb venir</p> <p>Tener que infinitive</p> <p>Use of the verb tener with age and other expressions</p> <p>Forms and use of regular –ar verbs</p> <p>Frequency adverbs</p> <p>Forms and use of the verb estar with location, change of condition, emotions and feelings</p> <p>Forms and use of the verb ir</p> <p>Ir a infinitive</p> <p>Forms and use of regular –er verbs</p> <p>Forms and use of regular –ir verbs</p> <p>Forms and use of stem-changing (e-ie)(o-ue)(e-i) verbs</p> <p>Forms and use of verbs with irregular yo forms</p> <p>Formation of questions with interrogatives</p> <p>Forms and use of subject pronouns</p> <p>Subject and verb agreement</p> <p>Placement and agreement of adjectives</p> <p>Noun-adjective number and gender agreement (singular/plural and masculine/feminine)</p> <p>Prepositions of place</p> <p>Interrogatives</p> <p>Hacer with weather expressions</p> <p>Express possession with de</p> <p>Possessive adjectives</p> <p>Direct object pronouns</p> <p>Comparatives and superlatives</p> <p>Forms and use of the verb doler</p>	<p>Personal identity</p> <p>Activities and places outside of school</p> <p>School life and objects</p> <p>Personality traits and characteristics</p> <p>Daily schedules</p> <p>Foods and beverages</p> <p>Eating at Restaurants</p> <p>Family life</p> <p>Chores and responsibilities</p> <p>Parties and celebrations</p> <p>Clothes</p> <p>House</p> <p>Sports</p> <p>Health and wellness</p>