



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-High Proficiency Range: Communication

Functions: Can ask highly predictable and formulaic questions and respond to such questions by list, 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-High 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:

Realidades Level 2, Prentice Hall, 2011

Functions	Structures	Cultural Contexts
<p>Talk about what you and other people are like, and what you do</p> <p>Express affirmative and negative ideas</p> <p>Compare the school rules and customs in other countries with those of your own school</p> <p>Talk about extracurricular activities</p> <p>Compare people and things</p> <p>Say what people know or what they know how to do</p> <p>Say with whom or what people are familiar</p> <p>Describe getting ready for a special event</p> <p>Talk about daily routines</p> <p>Describe people and things</p> <p>Express possession</p> <p>Describe clothing and fashion</p> <p>Talk about going shopping</p> <p>Describe events in the past</p> <p>Talk about things you did and where you did them</p> <p>Describe things you bought and where you bought them</p> <p>Discuss childhood toys and games</p> <p>Describe what you were like as a child</p> <p>Talk about activities you used to do as a child</p> <p>Discuss holiday celebrations</p> <p>Talk about your family and relatives</p> <p>Describe people, places, and situations in the past</p> <p>Describe past situations and settings</p> <p>Describe weather conditions</p> <p>Describe an accident scene</p> <p>Talk about injuries and treatments</p> <p>Talk about what you were doing when an accident occurred</p> <p>Give a friend simple directions for getting to places around town</p> <p>Discuss driving and good driving habits</p> <p>Give commands</p>	<p>Present tense forms of regular and irregular verbs</p> <p>Verbs with irregular yo forms</p> <p>Stem-changing verbs</p> <p>Verbs like gustar</p> <p>Affirmative and negative expressions</p> <p>Making comparisons</p> <p>Forms and uses of saber y conocer</p> <p>Verbs and expressions that use the infinitive</p> <p>Reflexive verbs</p> <p>Forms and uses of ser and estar</p> <p>Possessive adjectives</p> <p>Preterit of regular verbs</p> <p>Preterit of irregular verbs</p> <p>Imperfect forms of regular verbs</p> <p>Imperfect forms of irregular verbs</p> <p>Telling time</p> <p>Direct object pronouns</p> <p>Indirect object pronouns</p> <p>Usage of preterit and imperfect to narrate past events</p> <p>Reciprocal actions</p> <p>Regular and irregular affirmative tú commands</p> <p>Regular and irregular affirmative and negative Ud. and Uds. commands</p> <p>Present progressive forms and usage</p> <p>Imperfect progressive forms and usage</p> <p>Double object pronouns</p> <p>Use tener expressions</p>	<p>Description of self and others</p> <p>Daily activities</p> <p>School life</p> <p>Extracurricular activities</p> <p>Daily routines</p> <p>Shopping</p> <p>Chores</p> <p>Local community</p> <p>Driving and transportation</p> <p>Family celebrations</p> <p>Childhood memories</p> <p>Holiday celebrations</p> <p>Common Etiquette</p> <p>Natural disasters and crisis situations</p> <p>Accidents</p>