



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.

Intermediate-Mid Proficiency Range: Communication

Functions: Can communicate by understanding and creating personal meaning. Can understand, ask and answer a variety of questions. Consistently able to initiate, maintain, and end a conversation to satisfy basic needs and/or to handle a simple transaction. May show emerging evidence of the ability to communicate about more than the “here and now.”

Contexts/Content: Able to communicate in contexts relevant to oneself and others, and one’s immediate environment. May show emerging evidence of the ability to communicate in contexts of occasionally unfamiliar topics.

(ODE Standards Alignment Tool for Communication, 2014)

Intermediate-Mid Proficiency Range: Cultures

Cultural Awareness: Recognizes and uses some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions. Recognizes that differences exist in cultural behaviors and perspectives and can conform in familiar situations.

(ODE Standards Alignment Tool for Communication, 2014)

Current textbook resource:

Imaginez 3rd Edition by Vista Higher Learning

Functions	Structures	Cultural Contexts
<p>Describe one's physical appearance in great detail</p> <p>To describe one's personal items</p> <p>To describe one's daily routine</p> <p>To discuss one's physical condition and feelings</p> <p>To discuss movements, feelings, and other actions with idiomatic verbs</p> <p>To describe one's personal responsibilities at home</p> <p>To discuss assisting individuals and asking for favors</p> <p>To discuss one's obligations</p> <p>To describe an object's form and shape in great detail</p> <p>To describe the material that an object is made out of</p> <p>To discuss various problems and enjoyments associated with vacations</p> <p>To discuss recent news and events with idiomatic language</p> <p>To discuss various countries</p> <p>To discuss one's voyages and their role in our lives</p> <p>To discuss one's health and the role of health</p> <p>To discuss key time periods in French history</p> <p>To discuss key artistic features throughout France's history</p> <p>To discuss various literary works through France's history</p>	<p>Present tense of regular, irregular, and stem changing verbs</p> <p>Idiomatic expression with common verbs</p> <p>Reflexive verbs in present tense</p> <p>Reflexive verbs in past tense</p> <p>Indefinite articles- idiomatic usage</p> <p>Usage of idiomatic reflexive verbs</p> <p>Subjunctive with regular verbs</p> <p>Subjunctive with irregular verbs</p> <p>Subjunctive with expressions of obligation and want</p> <p>Past subjunctive</p> <p>Passé composé review</p> <p>Uses of passé composé</p> <p>Imperfect tense review</p> <p>Uses of imperfect tense</p> <p>Usage of imperfect and passé composé in same sentence</p> <p>Passé simple</p> <p>Future tense</p> <p>Si clauses with future tense</p> <p>Conditional tense</p> <p>Si clauses with conditional tense</p> <p>Direct object pronouns</p> <p>Indirect object pronouns</p> <p>Pronouns Y and EN</p> <p>Double pronouns</p> <p>Stress pronouns</p> <p>Relative pronouns</p> <p>Plus-que-parfait</p> <p>Futur antérieur</p> <p>Past conditional</p> <p>Causative FAIRE</p> <p>Negative Expressions</p> <p>Articles and prepositions associated with geographical location</p> <p>Subjunctive with fears and doubt</p>	<p>Domestic chores: A false equality in France</p> <p>The French and their vacations</p> <p>French Summer Vacation Schedule</p> <p>The Québécois and their vacations</p> <p>One's desire to explore the unknown</p> <p>Global Changes</p> <p>Science and Technology</p> <p>Contemporary Life</p> <p>Personal and Public Identities</p> <p>Families and Communities</p> <p>Beauty and Aesthetics</p>