



**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:**

Imagina, 2011

Functions	Structures	Cultural Contexts
<p>Discuss personal relationships  Ask for and give directions  Navigate around a foreign city  Talk about the influence of media  Make requests or commands  Influence and persuade others  Distinguish appropriate register  Talk about generations of family  Discuss natural resources, disasters, conservation &amp; ecological challenges  Talk about one's beliefs &amp; ideologies  View and comprehend short films  Understand spoken passages  Interpret and analyze short literary passages  Discuss the impact of science and modern technology in today's world  Compare and contrast current events in Spanish-speaking countries with one's own country</p>	<p>Irregular present tense verbs  Ser vs. Estar  Verbs like <i>gustar</i>  Preterite and Imperfect tenses  Subjunctive tense – present and past  Object pronouns – definitions, double pronouns and placement  Commands  Reflexive verbs  <i>Por vs Para</i>  Future tense  Conditional tense  Relative pronouns  Subjunctive vs Indicative tenses  Perfect tenses (6 total)  Comparisons and superlatives  Uses of <i>se</i>  Passive voice  Negative &amp; affirmative expressions  <i>Si</i> clauses  Sequence of tenses</p>	<p>Daily life  Maintaining relationship  Reflection on the past  Power of the press and media  Families and communities  World challenges  Science and technology  Contemporary life  Personal and public identities  Beauty and aesthetics  Nature  Leisure time activities  Future possibilities</p>