

Ohio's New Learning Standards: World Languages Grades 9-12

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Explanation of Ohio's New learning Standards for World Languages

The Communication Standard is broken down into three modes: Interpretive, Interpersonal and Presentational.

"Standards" describe what learners should know and be able to do as a result of an extended learning sequence.

Each Standard is broken down into Competency Statements.

"Competencies" describe what learners should know and be able to do at a specific point along the proficiency continuum.

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

Learners comprehend the main idea and relevant details in a variety of age-appropriate live, written and recorded 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.

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3. Express preferences, feelings, emotions and opinions about familiar and some unfamiliar topics.

a. Express a range of feelings and emotions in reaction to an announcement, a surprise or an event.

b. Ask and answer questions about feelings, emotions and preferences.

c. Exchange, compare and support preferences and opinions about personal, academic, professional and contemporary or historical topics.

Advise peers, family members or co-workers on a problem, concern or personal matter and adjust advice, if necessary, based on emotional response and/or counterargument.

Each Competency is broken down into Process and Content Statements.

"Process and Content Statements" represent the knowledge and skills of each Competency.

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COMMUNICATION STANDARD

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 recorded 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 for the active negotiation of meaning exists.

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9-12

1. Derive meaning from messages and texts using listening, reading and viewing strategies.

- a. Focus on the overall meaning of the message or text to avoid stumbling on unknown words and expressions.
- b. Understand new words, phrases, sentences or the main idea with the help of visuals and graphics that accompany texts.
- c. Make use of print and digital resources to understand the meaning of new words and expressions.
- d. Gain and utilize knowledge of word families/characters and cognates to figure out the meaning of new words and expressions.
- e. Use knowledge of the situation, the purpose of communication or context cues to understand messages.
- f. Interpret gestures, intonation and tone to comprehend verbal and nonverbal messages.

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9-12

2. Identify how authentic sources convey viewpoints and use authentic sources critically.

- a. Identify authentic sources and evaluate their suitability for specific tasks.
- b. Explain the viewpoint of an authentic source by determining who produced the text, when, why and for whom.
- c. Examine topics, events or viewpoints as they are presented in different authentic sources and compare how those sources treat the same topic, event or viewpoint.
- d. Use information and viewpoints from authentic sources to inform or enhance a conversation, presentation or expression of creativity.

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9-12

3. Comprehend and interpret information in authentic messages and informational texts.

- a. Follow multistep instructions, directions and requests.
- b. Answer questions about authentic messages and informational texts.
- c. Identify, sequence and classify people, places, things or events based on descriptions with some detail.
- d. Identify and use the essential elements of written informational texts to summarize and relate the main idea and relevant details.
- e. Examine essential elements of written informational texts to differentiate the main idea and basic relevant details from extraneous information.
- f. Draw conclusions and make inferences based on the ideas and details derived from authentic messages and informational texts.
- g. Use information from authentic sources to solve problems, complete multistep tasks or reinforce concepts across the curriculum.

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9-12

4. Comprehend and interpret information about the main idea and relevant details in authentic literary texts.

- a. Answer a range of questions, from simple to detailed, about literary texts.
- b. Sequence events in literary texts and analyze that sequence to understand how each event led to the next.
- c. Provide descriptions of characters and settings that include some details.
- d. Predict the outcomes of literary texts and provide a basic rationale for those predictions.
- e. Demonstrate comprehension of literary texts through the creation of artistic and/or technology-enhanced representations.
- f. Demonstrate understanding about aspects of literary pieces by participating in moderated discussions, journaling and/or creating artistic or expressive representations.
- g. Relate texts to self, current or historical events or world issues.
- h. Identify characteristics that explain genre classifications and classify familiar literary selections by genre.
- i. Compare and contrast two or more literary selections that share the same topic, but represent different genres.

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

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.

9-12

1. Negotiate meaning using requests, clarifications and conversation strategies.

- a. Use a range of common expressions to make requests and seek clarification.
- b. Ask and answer a range of questions to seek or clarify information.
- c. Paraphrase, elaborate or use circumlocution to clarify meaning and ambiguities.
- d. Observe or use nonverbal clues to help clarify meaning.
- e. Use a range of conversation strategies to steer interactions.

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9-12

2. Interact with others using culturally appropriate language and gestures on familiar and some unfamiliar topics.

- a. Engage in greetings, introductions and leave-taking.
- b. Ask questions and provide answers on a range of topics.
- c. Give and follow sequences of basic multistep instructions, directions or requests to engage in a variety of social, educational, cultural and job-related tasks and activities.
- d. Share descriptions of people, places, things and events.
- e. Initiate, participate in and conclude conversations, interviews and debates on a limited range of personal, general knowledge, academic, interdisciplinary and job-related topics and issues.
- f. Use language to acquire a variety of goods, services or information.
- g. Provide information or services using knowledge of the target language and culture.
- h. Collaborate to accomplish tasks or to propose solutions to problems affecting local and global communities.

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3. Express preferences, feelings, emotions and opinions about familiar and some unfamiliar topics.

- a. Express a range of feelings and emotions in reaction to an announcement, a surprise or an event.
- b. Ask and answer questions about feelings, emotions and preferences.
- c. Exchange, compare and support preferences and opinions about personal, academic, professional and contemporary or historical topics.
- d. Advise peers, family members or co-workers on a problem, concern or personal matter and adjust advice, if necessary, based on emotional response and/or counterargument

Ohio's New Learning Standards: World Languages Grades 9-12

PRESENTATIONAL COMMUNICATION: Communicate in languages other than English, both in person and via technology. 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 for the active negotiation of meaning exists.

9-12

1. Convey meaning using writing processes and presentation strategies.

- a. Plan a range of texts and presentations by brainstorming ideas and choosing vocabulary, phrases and sentence patterns.
- b. Organize thoughts and choose resources.
- c. Produce initial drafts/presentations while keeping audience, context and purpose in mind.
- d. Revise and edit texts/presentations using tools that promote reflection on meaning, form and mechanics.
- e. Produce final drafts/presentations with aesthetic appeal using tools that help to convey meaning.
- f. Rehearse presentations using a range of delivery strategies.
- g. Use appropriate techniques to cite sources and avoid plagiarism.

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9-12

2. Present information, concepts and viewpoints on familiar and some unfamiliar topics from across disciplines.

- a. Create and present lists and classifications.
- b. Tell a personal story or anecdote that relates some details.
- c. Describe people, places or things in some detail to educate or entertain others.
- d. Explain a process or concept.
- e. Provide or demonstrate rules, regulations and/or policies that range in complexity.
- f. Publicize an event, program or recent success by providing relevant details.
- g. Advocate for and against the purchase or sale of products and/or services to a variety of audiences.
- h. Motivate others to meet or exceed personal or shared goals.
- i. Propose solutions to a range of issues or problems.
- j. Advise others about options, ideas, plans or perspectives using a range of simple to somewhat more complex language.
- k. Create and present a basic opening statement and closing argument in support of or against an issue of shared concern.
- l. Synthesize basic and somewhat detailed interdisciplinary information and content to create and present reports, presentations and/or projects.

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3. Present a range of literary, creative and artistic endeavors to audiences near or far.

- a. Recite or retell authentic stories, folktales, legends, poems and rhymes using appropriate gestures.
- b. Dramatize or perform authentic songs, dances, skits, plays, monologues or scenes from literature using appropriate gestures.
- c. Play music or produce an art/craft of the target culture and share information about it with others.
- d. Write and perform an original rhyme, story, poem, song, skit, dance, cartoon, monologue or play.
- e. Use visuals and sound to enhance a range of basic to more elaborate performances.

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CULTURES STANDARD

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.**

Ohio's New Learning Standards: World Languages Grades 9-12

CULTURES STANDARD: 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.

9-12

1. Analyze and describe relationships among products, practices and perspectives and compare them across cultures.

- a. Recognize, identify, imitate, describe, investigate and demonstrate patterns of behavior.
- b. Identify, examine and demonstrate how people meet their basic needs in different ways.
- c. Identify, examine and compare products, practices and perspectives of the U.S. and target cultures.
- d. Identify, compare and show factors that affect the availability and affordability of products and services across cultures.
- e. Identify, investigate and describe institutions, contemporary and historical figures, contributions and time periods of the target culture(s).
- f. Recognize and identify instances of when languages and cultures have interacted with, influenced or changed each other over time and share with others.
- g. Identify and compare variations in products, practices and perspectives among and within target language communities.
- h. Identify cultural perspectives as they are portrayed in the media and other sources and share them with others.
- i. Solve and complete a range of problems and tasks while taking into consideration diverse cultural perspectives.

Ohio's New Learning Standards: World Languages Grades 9-12

CULTURES STANDARD: 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.

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- j. Identify global competency skills, relate them to possible career pathways and demonstrate how having global competency skills enables people to build collaborative relationships with others.
- k. Develop global competency skills for use in college, career and beyond by engaging in collaborative activities online and/or in person with members of diverse communities at home and in the target culture(s).

Ohio's New Learning Standards: World Languages Grades 9-12

CULTURES STANDARD: 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.

9-12

2. Experience the target language and culture(s) and share information and personal reactions with others.

- a. Attend, view or participate in a variety of cross-cultural activities and target culture events.
- b. Experience and react to a range of expressive products.
- c. Identify, examine, describe, and create replicas of important objects, images and symbols.
- d. Use authentic digital and print media.
- e. Identify, classify, investigate and experience target community organizations and their resources.
- f. Interact and collaborate with target language speakers around a variety of interests.
- g. Identify and use appropriate levels of formality or informality when interacting with members of the target culture(s).
- h. Develop an understanding that people in other cultures might view aspects of U.S. mainstream culture differently than the majority of U.S. residents view them.
- i. Identify aspects of U.S. mainstream culture that might be viewed differently by people in other cultures from the way the majority of U.S. residents might view them and investigate why people in different cultures have differing viewpoints on a variety of issues.