

---

# Ohio 12 World Languages IV / Advanced

**FREE PREVIEW**

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

|                  |                                                                           |
|------------------|---------------------------------------------------------------------------|
| State            | Ohio                                                                      |
| Grade            | 12 (High)                                                                 |
| Subject          | World Languages IV / Advanced                                             |
| Course category  | World Languages                                                           |
| Standards family | World Languages / Language Programs                                       |
| Framework        | Ohio's Learning Standards for World Languages and Cultures (adopted 2020) |
| Issuing agency   | Ohio Department of Education and Workforce                                |
| Scope            | 36 instructional weeks · 180 instructional days · 9 units                 |

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

## What you get

| Folder                  | Contents                                                                                          |
|-------------------------|---------------------------------------------------------------------------------------------------|
| 01 START HERE           | Read-me, contents, printing and digital instructions, standards verification guide, this preview  |
| 02 FILLED FULL YEAR     | Completed planner in colour and ink-friendly PDF, plus editable DOCX                              |
| 03 BLANK EDITABLE       | Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX                        |
| 04 ASSESSMENTS AND DATA | Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist                     |
| 05 SCHOOL SUBMISSION    | Submission covers, alignment summary, evidence checklist, observation, reflection, signature page |
| 06 LICENSE AND CREDITS  | Terms of use, credits and licences, copyright notice                                              |

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

## Week 9 — Presenting To Somebody Who Cannot Ask

**Unit 3: Presentational: Saying It To Somebody Who Cannot Reply · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45**

|                    |                                                                                                                                                                                                                                                                                 |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Essential question | What changes when your audience cannot interrupt?                                                                                                                                                                                                                               |
| Standards          | <b>Communication / Presentational Mode (1) -&gt; IL.4.4</b> — Make text-to-text connections using information from previous texts. INT-LIT .<br><b>IM.4.4</b> — Make text-to- world connections using information from previous texts, research, and diverse sources. INT-LIT . |
| Learning target    | "I can present so that a listener who cannot ask still follows."                                                                                                                                                                                                                |
| Local dates        | _____ (enter your school dates)                                                                                                                                                                                                                                                 |

### Measurable objectives

- Students will present information, concepts, and ideas in various time frames and moods.

### Success criteria (student-friendly)

- "I structure so the listener can follow."
- "I signal what is coming."
- "I do not rely on being asked to clarify."

### Academic vocabulary

presentational, structure, signposting, audience, redundancy

### Materials and technology

- Notebooks
- Supplied prompts

### Differentiation and supports

| Support area            | This week's plan                                                                                                                                                                                       |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Special education / IEP | Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.                               |
| Section 504             | Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.                                                                 |
| Multilingual learners   | Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language. |
| Advanced / extension    | Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.                                                                                 |
| Intervention / reteach  | Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps.                                                                    |
| Enrichment              | Extend into an open-ended centre or project connected to the essential question.                                                                                                                       |

**Assessment and evidence**

A short presentation structured for a non-interacting audience.

**Family communication**

Ask your child why presenting is harder than conversation.

## Day 41 — Why This Is A Separate Mode

Week 9, Day 1 · Unit 3 · Standards: IL.4, IM.4

|                   |                                                                  |
|-------------------|------------------------------------------------------------------|
| Focus             | The premise.                                                     |
| Learning target   | "I can present so that a listener who cannot ask still follows." |
| Vocabulary in use | presentational, structure, signposting, audience, redundancy     |
| Local date        | _____                                                            |

### Learning sequence

Teach: WHY THE DOCUMENT SEPARATES IT -- in conversation your partner repairs your failures by asking, and in presentation nobody does, so everything the listener needs must be built in -- and that this is why a student who is fluent in conversation can be incomprehensible in presentation. Try: shared discussion. Apply: students name three things a conversation partner does for them that an audience will not. Reflect: which will you miss most?

### Check for understanding

Student explains why presentational communication differs from interpersonal.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 42 — Structure The Listener Can Follow

Week 9, Day 2 · Unit 3 · Standards: IL.4, IM.4

|                   |                                                                  |
|-------------------|------------------------------------------------------------------|
| Focus             | The main tool.                                                   |
| Learning target   | "I can present so that a listener who cannot ask still follows." |
| Vocabulary in use | presentational, structure, signposting, audience, redundancy     |
| Local date        | _____                                                            |

### Learning sequence

Connect: nobody can ask. Teach: that structure carries the listener -- say what you will cover, mark each move, and signal the end -- and that signposting is more important in a second language than in a first because the listener has less spare capacity. Try: shared analysis of supplied examples. Apply: students structure a short presentation. Reflect: could somebody follow it without the words?

### Check for understanding

Student structures a presentation with explicit signposting.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 43 — Redundancy Is A Feature

Week 9, Day 3 · Unit 3 · Standards: IL.4, IM.4

|                   |                                                                  |
|-------------------|------------------------------------------------------------------|
| Focus             | Counter-intuitive.                                               |
| Learning target   | "I can present so that a listener who cannot ask still follows." |
| Vocabulary in use | presentational, structure, signposting, audience, redundancy     |
| Local date        | _____                                                            |

### Learning sequence

Connect: listeners miss things. Teach: that saying something twice in different words is a fault in writing and a virtue in speech, because the listener who missed it the first time gets a second chance -- and that learners avoid this because repetition feels like poor vocabulary when it is actually good communication. Try: shared practice. Apply: students build one deliberate restatement into a presentation. Reflect: did it feel wrong?

### Check for understanding

Student uses deliberate restatement for a listener.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 44 — Presenting

### Week 9, Day 4 · Unit 3 · Standards: IL.4, IM.4

|                   |                                                                  |
|-------------------|------------------------------------------------------------------|
| Focus             | IL.4, IM.4 delivered.                                            |
| Learning target   | "I can present so that a listener who cannot ask still follows." |
| Vocabulary in use | presentational, structure, signposting, audience, redundancy     |
| Local date        | _____                                                            |

### Learning sequence

TEACHER NOTE: FOUR ROUTES AS ANNOUNCED -- to the teacher alone, to a partner, to a small self-chosen group, or as a recording or written version the student prepares. ALL EQUAL, ALL ASSESSED IDENTICALLY, NO REQUEST NEEDED. Prompts are supplied or invented, never personal. Connect: the structure exists. Teach: reminders only. Try: brief setup. Apply: students present by their chosen route. Reflect: where did the listener lose you?

### Check for understanding

Student delivers a structured presentation by their chosen route.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.



## Day 45 — Getting Feedback On Comprehensibility

Week 9, Day 5 · Unit 3 · Standards: IL.4, IM.4

|                   |                                                                  |
|-------------------|------------------------------------------------------------------|
| Focus             | The only honest test.                                            |
| Learning target   | "I can present so that a listener who cannot ask still follows." |
| Vocabulary in use | presentational, structure, signposting, audience, redundancy     |
| Local date        | _____                                                            |

### Learning sequence

TEACHER NOTE: FEEDBACK ADDRESSES THE PRESENTATION, NOT THE SPEAKER, AND NEVER ACCENT. Connect: presentations aim at understanding. Teach: that the test is asking a listener what they understood rather than whether it was good, and that a listener who got something different is data about the presentation. Try: shared framing. Apply: students test theirs. Reflect: what did they take away?

### Check for understanding

Student tests a presentation by asking what a listener understood.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Important before you buy

---

- This is a **digital download**. Nothing is shipped.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
- Standards were transcribed from the official source.
- Not affiliated with or endorsed by Ohio Department of Education and Workforce, any district, school, assessment provider or Teachers Pay Teachers.
- No approval, compliance, rating or evaluation outcome is guaranteed.

**This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.**

# Terms of Use, Privacy and Copyright

---

## Licence

This resource is licensed for use by **one teacher in one classroom**. You may print and reproduce the pages for your own students. You may not share, sell, sub-licence, post publicly, or upload this file to any website, shared drive or district repository. Additional classroom licences are available at a reduced price.

## Copyright

All text, forms and layouts in this resource are original work. Fonts used are the standard PDF base fonts, which carry no redistribution restriction. No competitor product, published curriculum, commercial assessment, answer key, book text, character, logo or agency branding is reproduced. Where standard codes and text appear, they are quoted from a public government document for identification and alignment purposes and remain the property of the issuing agency.

## Student privacy

Record learners using **initials or a school-approved identifier only**. Do not record IEP content, Section 504 plans, protected assessment scores, medical information or family information in this planner. Store completed pages securely and follow your programme's privacy requirements and applicable law. **This planner is not a secure student-information system and is not a substitute for official records.**

## Accessibility

Pages use a minimum 8-point type size, high-contrast text, wide writing areas, print-safe margins, numbered pages and a bookmarked navigation outline. Colour and ink-friendly versions are supplied, and no information is conveyed by colour alone.

## Disclaimer

This independently created resource is not affiliated with, sponsored by, approved by, or endorsed by Ohio Department of Education and Workforce, any local school district, any school, any assessment provider, or Teachers Pay Teachers. Standards, assessments, course requirements, and submission procedures may change. Teachers must verify current requirements using <https://education.ohio.gov/Topics/Learning-in-Ohio/World-Languages-and-Cultures/Ohio-s-Learning-Standards-for-World-Languages-and> and local school or district guidance.

## Source citation

Ohio Department of Education and Workforce. Ohio's Learning Standards for World Languages and Cultures (adopted 2020). Ohio keys world languages on PROFICIENCY, not on grade, across seven levels from Novice Low (NL) through Advanced Low (AL). The level cited here is the one a K-12 sequence would realistically be working in at this grade. Scope: proficiency IL/IM. Retrieved 2026-07-27 from <https://education.ohio.gov/Topics/Learning-in-Ohio/World-Languages-and-Cultures/Ohio-s-Learning-Standards-for-World-Languages-and>