

Instructional Material Program: Reporters Francophones 1

2016 Mississippi World Languages Framework

LEVEL: NOVICE LOW TO NOVICE MID

| COMMUNICATION | |
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| <p>1. INTERPERSONAL</p> <p>Communicate on very familiar topics using a variety of words and phrases that have been practiced and memorized.</p> | <p>p. 0 (act. 1), p. 2 (act. 2b), p. 4 (act. 4), p. 5 (act. 5b), p. 8 (act. 6), p. 10 (act. 7), p. 11 (act. 8), p. 14 (act. 11), p. 17 (act. 13), p. 21 (act. 1b), p. 25 (act. 5a, 5b, 6b), p. 27 (act. 7b, 8b, 8c), p. 31 (act. 11, 12), p. 32 (act. 13, 14, 15, 16), p. 33 (act. 17, 18), p. 34 (act. 19, 20, 21, 22), p. 35 (act. 23, 24), p. 37 (act. 25), p. 38 (act. 26, 27, 28), p. 41 (act. 1c), p. 42 (act. 3b), p. 43 (act. 4), p. 44 (act. 7d), p. 45 (act. 9), p. 47 (act. 12), p. 48 (act. 13, 14), p. 49 (act. 15), p. 50 (act. 16, 17, 18, 19), p. 51 (act. 20, 21, 22), p. 52 (act. 23, 24, 25), p. 53 (act. 26, 27, 28), p. 56 (act. 29, 30, 31, 32), p. 58 (Projet final), p. 61 (act. 2), p. 63 (act. 1b), p. 66 (act. 3c, 4), p. 67 (act. 5a, 5d), p. 68 (act. 6a), p. 69 (act. 8), p. 71 (act. 11a, 11c), p. 74 (act. 14, 15, 16), p. 75 (act. 17, 18), p. 76 (act. 19, 20, 21, 22), p. 77 (act. 23, 24), p. 78 (act. 25, 26, 27, 28), p. 79 (act. 29, 30, 31), p. 82 (act. 32, 33, 34, 35), p. 83 (Mini-projet 1), p. 85 (act. 1a, 1d), p. 86 (act. 2b), p. 87 (act. 3a, 3b, 3c), p. 88 (act. 6b, 6c), p. 89 (act. 8b, 9), p. 91 (act. 12), p. 92 (act. 13, 14, 15), p. 93 (act. 16a, 16b, 17, 18), p. 94 (act. 19, 20, 21), p. 95 (act. 22, 23, 24, 25), p. 96 (act. 26), p. 98 (act. 27, 28, 29, 30, 31), p. 99 (Mini-projet 2), p. 100 (Projet final), p. 103 (act. 2), p. 105 (act. 1b), p. 108 (act. 3a, 3b), p. 109 (act. 4b, 4c), p. 110 (act. 5b, 5c, 5d, 5e), p. 111 (act. 7, 8b), p. 112 (act. 12), p. 115 (act. 13, 14, 15, 16), p. 116 (act. 17, 18, 19, 20), p. 117 (act. 21), p. 118 (act. 22, 23, 24, 25, 26), p. 119 (act. 27, 28, 29, 30), p. 121 (act. 31), p. 122 (act. 32, 33, 34, 35, 36), p. 126 (act. 2b, 3, 4), p. 127 (act. 5c), p. 128 (act. 6c, 6d), p. 129 (act. 7a, 7b, 7c),</p> |

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| | <p>p. 131 (act. 9b, 9c, 9d), p. 133 (act. 12), p. 134 (act. 13), p. 135 (act. 14, 15), p. 136 (act. 16, 17), p. 137 (act. 18, 19, 20), p. 140 (act. 21, 22, 23), p. 147 (act. 1c), p. 149 (act. 2a, 2b, 2c, 2d), p. 150 (act. 3c), p. 151 (act. 4c, 4d, 5a, 5b), p. 152 (act. 6a, 6b), p. 153 (act. 7a, 7b, 7c, 8), p. 154 (act. 9b), p. 155 (act. 10a, 10b, 10d, 10e), p. 157 (act. 13, 14), p. 158 (act. 15, 16), p. 159 (act. 18, 19), p. 161 (act. 20, 22, 23), p. 162 (act. 24, 25), p. 163 (act. 26, 27, 28), p. 166 (act. 29, 30, 31), p. 169 (act. 1c), p. 170 (act. 2b), p. 171 (act. 3b, 4), p. 172 (act. 5a, 5b, 5c, 5d), p. 174 (act. 11), p. 176 (act. 12, 13, 14, 15), p. 177 (act. 16, 17, 18), p. 178 (act. 19), p. 179 (act. 20, 21, 22, 23, 24), p. 182 (act. 25, 26, 27, 28), p. 187 (act. 3), p. 189 (act. 1b), p. 192 (act. 4), p. 193 (act. 5b, 5d), p. 194 (act. 6b, 6c), p. 195 (act. 8), p. 197 (act. 11), p. 199 (act. 13, 14), p. 200 (act. 15, 16, 17), p. 201 (act. 18, 19, 20), p. 202 (act. 21, 22, 23), p. 203 (act. 24, 25, 26), p. 206 (act. 27, 28, 29), p. 210 (act. 3b), p. 211 (act. 5, 6a), p. 212 (act. 6c), p. 215 (act. 9c, 10), p. 217 (act. 13), p. 218 (act. 14, 15), p. 219 (act. 16, 17, 18), p. 220 (act. 19, 20, 21), p. 221 (act. 22, 23, 24), p. 224 (act. 25, 26), p. 229 (act. 3), p. 231 (act. 1b), p. 234 (act. 3b, 3c, 4), p. 235 (act. 5a, 5b, 6b, 7), p. 237 (act. 9, 10b), p. 238 (act. 11c), p. 239 (act. 13), p. 241 (act. 17), p. 242 (act. 18, 19, 20), p. 243 (act. 21, 22), p. 244 (act. 23, 24), p. 245 (act. 25), p. 246 (act. 26, 27, 28, 29), p. 247 (act. 30, 31), p. 250 (act. 32, 33), p. 254 (act. 2b, 3), p. 255 (act. 5), p. 256 (act. 6a, 6b, 6c), p. 257 (act. 6d, 8a, 8b, 9b), p. 259 (act. 12, 13), p. 260 (act. 14), p. 261 (act. 15, 16, 17), p. 262 (act. 18, 19, 20), p. 263 (act. 21, 22), p. 266 (act. 24, 25, 26, 27a, 27b), p. 267 (Mini-projet 2), p. 271 (act. 2)</p> |
| <p>2. PRESENTATIONAL SPEAKING</p> <p>Present information orally about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.</p> | <p>p. 39 (Mini-projet 1), p. 42 (act. 3c), p. 43 (act. 6c), p. 58 (Projet final), p. 61 (act. 3), p. 83 (Mini-projet 1), p. 99 (Mini-projet 2), p. 123 (Mini-projet 1), p. 145 (act. 3), p. 167 (Mini-projet 1), p. 183 (Mini-projet 2), p. 184 (Projet final), p. 197 (C'est vous les reporters!), p. 207 (Mini-projet 1), p. 217 (C'est vous les reporters!), p. 220 (act. 21), p. 225 (Mini-projet 2), p. 226 (Projet final), p. 229 (act. 2), p. 251 (Mini-projet 1), p. 259 (C'est vous les reporters!), p. 263 (act. 23)</p> |

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| <p>3. PRESENTATIONAL WRITING</p> <p>Write short messages and notes on familiar topics related to everyday life.</p> | <p>p. 27 (act. 7c, 8a), p. 29 (C'est vous les reporters!), p. 39 (act. Mini-projet 1), p. 47 (C'est vous les reporters!), p. 57 (Mini-projet 2), p. 58 (Projet final), p. 69 (act. 7b, 7c), p. 73 (C'est vous les reporters!), p. 83 (Mini-projet 1), p. 87 (act. 4), p. 91 (C'est vous les reporters!), p. 99 (Mini-projet 2), p. 100 (Projet final), p. 103 (act. 3), p. 111 (act. 8a), p. 113 (C'est vous les reporters!), p. 123 (Mini-projet 1), p. 133 (C'est vous les reporters!), p. 141 (Mini-projet 2), p. 142 (Projet final), p. 145 (act. 2), p. 157 (C'est vous les reporters!), p. 173 (act. 8), p. 175 (C'est vous les reporters!), p. 184 (Projet final), p. 187 (act. 2), p. 197 (C'est vous les reporters!), p. 241 (C'est vous les reporters!), p. 263 (act. 23), p. 268 (Projet final), p. 271 (act. 3)</p> |
| <p>4. INTERPRETIVE LISTENING</p> <p>Understand spoken words, phrases, and simple sentences related to everyday life and recognize pieces of information and the main topic of what is being said.</p> | <p>p. 2 (act. 2a), p. 3 (act. 3), p. 5 (act. 5a), p. 15 (act. 12), p. 21 (act. 1a, 1b), p. 24 (act. 4a), p. 31 (act. 12), p. 42 (act. 2b), p. 43 (act. 6a), p. 44 (act. 7b, 7c), p. 45 (act. 8), p. 51 (act. 22), p. 60 (act. 1a, 1b, 1c), p. 63 (act. 1a, 1b), p. 66 (act. 3b), p. 67 (act. 5b, 5c), p. 69 (act. 7a), p. 86 (act. 2a, 2b), p. 93 (act. 16a, 16b), p. 105 (act. 1a, 1b), p. 111 (act. 6), p. 127 (act. 5b), p. 128 (act. 6b), p. 130 (act. 8), p. 131 (act. 9a, 9b), p. 144 (act. 1a, 1b), p. 147 (act. 1b, 1c), p. 150 (act. 3b), p. 155 (act. 10b, 10c), p. 159 (act. 17), p. 161 (act. 21), p. 170 (act. 2a, 2c), p. 173 (act. 7), p. 189 (act. 1a), p. 195 (act. 7a, 7b, 7c), p. 210 (act. 2c), p. 211 (act. 4), p. 212 (act. 6b), p. 213 (act. 7a, 7b, 7c), p. 215 (act. 9a, 9b), p. 221 (act. 22), p. 228 (act. 1a, 1b, 1c), p. 231 (act. 1a, 1b), p. 235 (act. 6a), p. 236 (act. 8a), p. 242 (act. 18, 20), p. 255 (act. 4c, 4d), p. 257 (act. 7)</p> |
| <p>5. INTERPRETIVE READING</p> <p>Understand familiar words, phrases, and sentences within short and simple texts related to everyday life and understand the main idea of what is being read.</p> | <p>p. 4 (act. 4), p. 5 (act. 5a), p. 13 (act. 9, 10), p. 23 (act. 2a, 2b), p. 24 (act. 3, 4a, 4b), p. 25 (act. 6a, 6b), p. 27 (act. 7a), p. 28 (act. 9, 10), p. 41 (act. 1a, 1b), p. 42 (act. 2a, 3a), p. 43 (act. 5, 6b), p. 44 (act. 7a), p. 46 (act. 10, 11), p. 65 (act. 2a, 2b, 2c), p. 66 (act. 3a), p. 67 (act. 5a), p. 68 (act. 6a, 6b), p. 70 (act. 9a, 9b), p. 71 (act. 11a, 11b), p. 72 (act. 12, 13), p. 85 (act. 1a, 1b, 1c), p. 86 (act. 2a, 2b, 2c), p. 87 (act. 5a, 5b), p. 88 (act. 6a, 7a, 7b), p. 89 (act. 8a), p. 90 (act. 10, 11), p. 91 (act. 12), p. 93 (act. 17), p. 95 (act. 25), p. 102 (act. 1a, 1b, 1c), p. 107 (act. 2a, 2b, 2c, Culture), p. 108 (act. 3a), p. 109 (act. 4a), p. 110 (act. 5a, 5d), p. 112</p> |

| | (act. 9, 10, 11), p. 116 (act. 18), p. 118 (act. 25), p. 125 (act. 1a, 1b, 1c, Culture), p. 126 (act. 2a), p. 127 (act. 5a), p. 128 (act. 6a), p. 129 (act. 7a, Culture), p. 130 (act. Culture), p. 131 (act. Culture), p. 132 (act. 10, 11), p. 133 (act. 12), p. 135 (act. 15), p. 145 (act. 2), p. 147 (act. 1a), p. 149 (act. 2b, Culture), p. 150 (act. 3a), p. 151 (act. 4a, 4b), p. 152 (act. 6a, 6c), p. 154 (act. 9a, 9b), p. 156 (act. 11, 12), p. 161 (act. 23), p. 169 (act. 1a, 1b, Culture), p. 171 (act. 3a), p. 172 (act. 5a), p. 173 (act. 6), p. 174 (act. 9, 10, 11), p. 186 (act. 1a, 1b, 1c), p. 191 (act. 2a, 2b, 2c, Culture), p. 192 (act. 3), p. 193 (act. 5a, 5c), p. 194 (act. 6a), p. 196 (act. 9, 10), p. 203 (act. 24), p. 209 (act. 1a, 1b, Culture), p. 210 (act. 2a, 2b, 3a), p. 211 (act. 4), p. 212 (act. Culture), p. 213 (act. Culture), p. 214 (act. 8), p. 216 (act. 11, 12), p. 233 (act. 2a, 2b, 2c), p. 234 (act. 3a), p. 235 (act. Culture), p. 237 (act. 8b, 8c, 10a), p. 238 (act. 11a, 11b, 11c), p. 239 (act. 11d, 12), p. 240 (act. 14, 15, 16), p. 241 (act. 17), p. 253 (act. 1a, 1b, 1c), p. 254 (act. 2a), p. 255 (act. 4a), p. 256 (act. 6a), p. 257 (act. 9a), p. 258 (act. 11), p. 259 (act. 13), p. 270 (act. 1a, 1b, 1c) |
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| CULTURES | |
| 1. RELATING CULTURAL PRACTICES TO PERSPECTIVES Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. | p. 23 (act. 2b, Culture), p. 24 (act. 4b), p. 25 (act. 6a, 6b), p. 41 (act. 1a, 1b, 1c, Culture), p. 46 (act. 10, 11), p. 47 (act. 12), p. 53 (act. 26), p. 70 (act. 10a), p. 71 (act. 11a, 11b), p. 87 (act. 5a), p. 88 (act. 6a, 7a), p. 90 (act. 10, 11), p. 91 (act. 12), p. 105 (act. 1a, 1b), p. 112 (act. 10), p. 125 (act. Culture), p. 147 (act. 1b, 1c), p. 149 (act. Culture), p. 156 (act. 12), p. 157 (act. 14), p. 169 (act. 1a), p. 173 (act. 6, 7), p. 174 (act. 9), p. 195 (act. 7b), p. 210 (act. 3a), p. 212 (act. Culture), p. 213 (act. 7a, Culture), p. 216 (act. 12), p. 217 (act. 13), p. 235 (act. Culture), p. 253 (act. Culture), p. 257 (act. 9a), p. 258 (act. 11), p. 270 (act. 1a, 1b, 1c) |
| 2. RELATING CULTURAL PRODUCTS TO PERSPECTIVES Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. | p. 0 (act. 1), p. 21 (act. 1a, 1b), p. 23 (act. 2a), p. 27 (act. 7a, 7b), p. 28 (act. 9, 10), p. 29 (C'est vous les reporters!), p. 37 (act. 25), p. 58 (Projet final), p. 63 (act. 1a, 1b), p. 65 (act. 2a, 2b, Culture), p. 69 (act. 7a, 7b), p. 72 (act. 12, 13), p. 85 (act. 1a, 1c, 1d, Culture), p. 90 (act. 10, 11), p. 91 (act. 12), p. 105 (act. 1a, 1b), p. 107 (act. 2a, |

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| | 2b, 2c), p. 110 (act. 5a, 5b, 5c), p. 112 (act. 10), p. 125 (act. 1b, 1c), p. 128 (act. 6a, 6b), p. 129 (act. 7a), p. 131 (act. 9b, Culture), p. 132 (act. 11), p. 133 (act. 12, C'est vous les reporters!), p. 147 (act. 1b, 1c), p. 189 (act. 1a, 1b), p. 191 (act. 2a, 2b, 2c, Culture), p. 194 (act. 6a), p. 195 (act. 7a, 7c), p. 196 (act. 9, 10), p. 209 (act. 1a, 1b), p. 216 (act. 11, 12), p. 217 (act. 13, C'est vous les reporters!), p. 220 (act. 19, 21), p. 226 (Projet final), p. 229 (act. 2), p. 237 (act. 10a), p. 240 (act. 14, 15, 16), p. 241 (act. 17, C'est vous les reporters!), p. 259 (C'est vous les reporters!) |
| CONNECTIONS | |
| 1. MAKING CONNECTIONS Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. | p. 23 (Culture, Connexions: Sciences Sociales), p. 39 (Mini-projet 1), p. 43 (act. 5), p. 66 (act. 3a, 3b, 3c, 4), p. 70 (act. 10b), p. 100 (Projet final), p. 112 (act. 10, 11, 12), p. 129 (act. 7c), p. 130 (act. Culture), p. 132 (act. 10, 11), p. 133 (act. 12), p. 141 (Mini-projet 2), p. 142 (Projet final), p. 156 (act. 12), p. 157 (act. 14, C'est vous les reporters!), p. 158 (act. 15), p. 169 (act. Culture), p. 173 (act. 6), p. 174 (act. 9, 10, 11), p. 183 (Mini-projet 2), p. 192 (act. 3), p. 193 (act. 5a), p. 196 (act. 9, 10), p. 207 (Mini-projet 1), p. 209 (act. Culture), p. 212 (act. Culture), p. 216 (act. 11), p. 234 (act. 3a), p. 237 (act. 10a, 10b), p. 240 (act. 14, 15, 16), p. 241 (act. 17), p. 242 (act. 20), p. 253 (act. Culture), p. 257 (act. 7), p. 267 (Mini-projet 2) |
| 2. ACQUIRING INFORMATION AND DIVERSE PERSPECTIVES Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. | p. 5 (act. 5b), p. 29 (C'est vous les reporters!), p. 42 (act. 3a), p. 43 (act. 6c), p. 58 (Projet final), p. 65 (act. 2b), p. 73 (C'est vous les reporters!), p. 83 (Mini-projet 1), p. 87 (act. 5a), p. 99 (Mini-projet 2), p. 107 (act. 2b), p. 169 (act. 1a), p. 172 (act. 5a, 5b), p. 191 (act. 2a), p. 193 (act. 5a), p. 235 (act. 5a, 5b) |
| COMPARISONS | |
| 1. LANGUAGE COMPARISONS Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. | p. 4 (act. 4), p. 5 (act. 5a, 5b), p. 29 (C'est vous les reporters!), p. 43 (act. 6b), p. 46 (act. 10), p. 70 (act. 10b), p. 90 (act. 10), p. 108 (act. 3b), p. 110 (act. 5d), p. 132 (act. 10), p. 149 (act. 2c), p. 152 (act. 6a), p. 156 (act. 11), p. 174 (act. 10), p. 194 (act. 6b), p. 216 (act. 11), p. 234 (act. 3b), p. 258 (act. 10) |

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| <p>2. CULTURAL COMPARISONS</p> <p>Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p> | <p>p. 23 (act. 2b, Culture), p. 25 (act. 6b), p. 41 (act. Culture), p. 47 (C'est vous les reporters!), p. 65 (act. Culture), p. 85 (act. Culture), p. 87 (act. 5b), p. 88 (act. 7b), p. 89 (act. Culture), p. 91 (C'est vous les reporters!), p. 107 (act. Culture), p. 125 (act. Culture), p. 129 (act. Culture), p. 131 (act. Culture), p. 149 (act. Culture), p. 152 (act. 6b), p. 153 (act. 7a, 7b), p. 154 (act. 9a), p. 155 (act. 10e), p. 157 (act. 13), p. 169 (act. Culture), p. 186 (act. 1c), p. 187 (act. 2), p. 195 (act. 8), p. 197 (act. 11, C'est vous les reporters!), p. 209 (act. Culture), p. 210 (act. 3b), p. 212 (act. Culture), p. 213 (act. Culture), p. 217 (C'est vous les reporters!), p. 233 (act. Culture), p. 234 (act. 4), p. 235 (act. Culture), p. 239 (act. Culture), p. 253 (act. Culture), p. 257 (act. 9b), p. 259 (act. 12)</p> |
| <p>COMMUNITIES</p> | |
| <p>1. SCHOOL AND GLOBAL COMMUNITIES</p> <p>Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p> | <p>p. 25 (act. 5b), p. 39 (act. Mini-projet 1), p. 42 (act. 3B), p. 43 (act. 4, 6c), p. 45 (act. 9), p. 47 (act. 12), p. 56 (act. 29), p. 58 (act. Projet final), p. 99 (act. Mini-projet 2), p. 100 (act. Projet final), p. 141 (act. Mini-projet 2), p. 142 (act. Projet final), p. 183 (act. Mini-projet 2), p. 184 (act. Projet final), p. 207 (act. Mini-projet 1), p. 226 (act. Projet final), p. 251 (act. Mini-projet 1), p. 268 (act. Projet final)</p> |
| <p>2. LIFELONG LEARNING</p> <p>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p> | <p>p. 43 (act. 6c), p. 47 (act. 12), p. 56 (act. 29), p. 57 (act. Mini-projet 2), p. 58 (act. Projet final)</p> |