

Instructional Material Program: CAP SUR 2

2016 Mississippi World Languages Framework

LEVEL: NOVICE HIGH TO INTERMEDIATE LOW

COMMUNICATION	
<p>1. INTERPERSONAL</p> <p>Participate in conversations on a number of familiar topics using sentences and series of sentences. Handle short social situations in everyday situations by asking and answering a variety of questions.</p> <ul style="list-style-type: none">a. Start and end conversations about familiar topics.b. Use the language to meet basic needs in familiar situations.c. Ask and answer questions, which demonstrate the ability to create rather than memorize. Request clarification, if needed.d. Exchange information about daily activities, interests, and hobbies in multiple time frames.	<p>p. 10 (act. joue), p. 12 (act. 3, joue), p. 14 (act. 2, 4), p. 17 (act. 3, 4, joue), p. 19 (act. 4, joue, 5), p. 20 (act. 1, joue), p. 21 (act. 4, 6), p. 23 (act. 1, 2), p. 24 (act. mission bricolo), p. 25 (act. 2), p. 26 (act. 2, 3), p. 29 (act. 4, joue), p. 30 (act. 3), p. 31 (act. joue), p. 32 (act. 1, 4), p. 33 (act. 7), p. 35 (act. 1, 2), p. 36 (act. mission bricolo), p. 37 (act. 1, 2, 4), p. 38 (act. 2), p. 40 (act. 2), p. 41 (act. 4), p. 43 (act. joue, 5), p. 45 (act. 4, joue, 5), p. 47 (act. 1, 2), p. 48 (act. mission bricolo), p. 50 (act. 3, 4), p. 52 (act. 3), p. 53 (act. 4b, joue), p. 54 (act. 1, 3), p. 55 (act. joue), p. 56 (act. 2, 4), p. 57 (act. 6, joue), p. 59 (act. 1, 2), p. 61 (act. 2), p. 62 (act. 2, 3), p. 64 (act. 4), p. 65 (act. joue), p. 66 (act. 2, 3), p. 67 (act. 5, joue), p. 68 (act. 2), p. 69 (act. 3, joue), p. 71 (act. 1, 2), p. 72 (act. mission bricolo), p. 73 (act. 2), p. 74 (act. 1, 2, 3, 4), p. 76 (act. 3, 4), p. 77 (act. joue, 5), p. 78 (act. 3), p. 79 (act. joue, 5), p. 80 (act. 1), p. 81 (act. 4), p. 83 (act. 1, 2), p. 84 (act. mission bricolo), p. 85 (act. 2).</p>
<p>2. PRESENTATIONAL SPEAKING</p> <p>Present information on a variety of familiar topics using a series of sentences with enough accuracy to be understood by sympathetic listeners.</p> <ul style="list-style-type: none">a. Talk about people, activities, events, and experiences in multiple time frames.b. Describe upcoming plans.c. Present songs, short skits, or dramatic scenes.d. Explain rules and give multi-step instructions.	<p>p. 25 (act. 3), p. 37 (act. 3), p. 41 (act. joue), p. 49 (act. 2), p. 52 (act. 3), p. 60 (act. mission bricolo), p. 73 (act. 4), p. 85 (act. 3).</p>

<p>3. PRESENTATIONAL WRITING</p> <p>present information using connected sentences in various time frames.</p> <p>a. Write about people, activities, events, and experiences in various time frames.</p> <p>b. Write questions to obtain information, such as a questionnaire or survey.</p> <p>c. Write instructions about how to do or make something; give travel directions.</p> <p>d. Write about researched topics and topics of interest in multiple time frames.</p>	<p>p. 48 (act. mission bricolo), p. 49 (act. 3), p. 61 (act. 3), p. 73 (act. 3, 4), p. 85 (act. 3, 4).</p>
<p>4. INTERPRETIVE LISTENING</p> <p>Understand the main idea and some supporting details in messages or presentations on topics related to everyday life and areas of interest.</p> <p>a. Understand spoken questions or statements on everyday topics within a conversation.</p> <p>b. Understand the basic purpose of a message.</p> <p>c. Understand messages and announcements related to basic needs.</p> <p>d. Understand the main topic of some overheard conversations.</p>	<p>p. 12 (act. 2), p. 14 (act. 3), p. 16 (act. 1, 2), p. 18 (act. 2), p. 20 (act. 1, 3), p. 23 (act. 1), p. 28 (act. 1, 2), p. 30 (act. 2), p. 32 (act. 2, 3), p. 40 (act. 1), p. 42 (act. 1), p. 43 (act. 4), p. 44 (act. 2), p. 50 (act. 2), p. 52 (act. 1), p. 53 (act. 4a), p. 54 (act. 2), p. 56 (act. 1), p. 61 (act. 1), p. 64 (act. 2, 3), p. 66 (act. 1), p. 68 (act. 1, 2), p. 73 (act. 1), p. 76 (act. 1, 2), p. 78 (act. 1, 2), p. 81 (act. 3).</p>
<p>5. INTERPRETIVE READING</p> <p>Understand the main idea of texts related to everyday life and personal interests or studies.</p> <p>a. Understand printed captions, website descriptions, and ads with the help of pictures or graphs.</p> <p>b. Understand messages related to topics of personal interest.</p> <p>c. Identify simple information needed to complete forms.</p> <p>d. Identify some information from news media.</p>	<p>p. 10 (act. 1), p. 13 (act. 4, 5), p. 14 (act. 1, 2, 4), p. 16 (act. 2), p. 18 (act. 1), p. 19 (act. 3), p. 20 (act. 2), p. 21 (act. 4, 5), p. 25 (act. 1), p. 26 (act. 1, 2, 3, 4), p. 29 (act. 3), p. 30 (act. 1), p. 31 (act. 4), p. 32 (act. 1), p. 33 (act. 5, 6), p. 37 (act. 1), p. 38 (act. 1, 2, 3, 4), p. 40 (act. 3), p. 42 (act. 2), p. 43 (act. 3), p. 44 (act. 1), p. 45 (act. 3), p. 49 (act. 1), p. 50 (act. 1, 4), p. 52 (act. 2), p. 53 (act. 5), p. 55 (act. 4), p. 56 (act. 3, 5), p. 57 (act. 6), p. 62 (act. 1), p. 64 (act. 1), p. 65 (act. 5), p. 67 (act. 4, 5), p. 73 (act. 1), p. 74 (act. 1, 2, 4), p. 77 (act. 5, 6), p. 79 (act. 4), p. 80 (act. 2), p. 85 (act. 1).</p>
CULTURES	
<p>1. RELATING CULTURAL PRACTICES TO PERSPECTIVES</p> <p>Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p>	<p>p. 13 (act. 5), p. 30 (act. 1), p. 40 (act. 1), p. 62 (act. 1).</p>

<p>2. RELATING CULTURAL PRODUCTS TO PERSPECTIVES</p> <p>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p>	<p>p. 13 (act. 5), p. 19 (act. 5), p. 31 (act. 4), p. 32 (act. 4), p. 45 (act. 5), p. 62 (act. 1), p. 66 (act. 1, 3), p. 67 (act. 4), p. 73 (act. 4).</p>
<p>CONNECTIONS</p>	
<p>1. MAKING CONNECTIONS</p> <p>Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p>	<p>p. 20 (act. 1, 2, 3, joue), p. 32 (act. 3), p. 38 (act. 3), p. 42 (act. 1, 2), p. 62 (act. 3).</p>
<p>2. ACQUIRING INFORMATION AND DIVERSE PERSPECTIVES</p> <p>Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p>	<p>p. 26 (act. 1, 2), p. 41 (act. 4), p. 49 (act. 2), p. 73 (act. 4), p. 85 (act. 3).</p>
<p>COMPARISONS</p>	
<p>1. LANGUAGE COMPARISONS</p> <p>Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p>	
<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. 37 (act. 1, 2), p. 40 (act. 1, 2), p. 49 (act. 1), p. 61 (act. 1, 2), p. 67 (act. 5), p. 73 (act. 1, 2, 3, 4), p. 85 (act. 1, 2, 3).</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. 2), p. 30 (act. 3), p. 33 (act. 7), p. 40 (act. 1, 2), p. 45 (act. 4), p. 48 (act. mission bricolo), p. 56 (act. 4), p. 64 (act. 4), p. 84 (act. mission bricolo).</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. 19 (act. joue, 5), p. 24 (act. mission bricolo), p. 32 (act. 4), p. 36 (act. mission bricolo), p. 43 (act. 5), p. 45 (act. 5), p. 66 (act. 3), p. 69 (act. 3), p. 73 (act. 4), p. 76 (act. 4), p. 84 (act. mission bricolo).</p>
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