

Instructional Material Program: CAP SUR 1

Maryland World-Readiness Standards for Learning Languages

LEVEL: NOVICE LOW TO NOVICE HIGH

| STANDARD 1: COMMUNICATION | |
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| Learners communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. | |
| 1. A. INTERPERSONAL COMMUNICATION: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. | p. 10 (act. 1, 2, 3, 4, 5), p. 11 (act. 8, 10), p. 12 (act. 11, Joue), p. 13 (act. Mission bricolo), p. 14 (act. 1, 2, 3), p. 16 (act. 2, 3, 4), p. 17 (act. Joue, 6, 7), p. 18 (act. 2, 3), p. 19 (act. 4, Joue), p. 20 (act. 2, 4), p. 21 (act. 5, 6, 8, Joue), p. 23 (act. 1, 2), p. 24 (act. Mission bricolo), p. 25 (act. 1, 2), p. 28 (act. 1, 4), p. 29 (act. Joue, 5), p. 30 (act. 2), p. 31 (act. 5, 6, Joue), p. 32 (act. 2, 3), p. 33 (act. 5, 6a, 7), p. 34 (act. 1), p. 36 (act. Mission bricolo), p. 37 (act. 2), p. 38 (act. 1, 2, 4, 5), p. 40 (act. 3), p. 41 (act. 4, Joue), p. 43 (act. 4, Joue), p. 44 (act. 3), p. 45 (act. 4, Joue), p. 49 (act. 1, 2), p. 50 (act. 1, 2, 3), p. 52 (act. 1), p. 53 (act. Joue, 3, 4), p. 55 (act. 3, Joue), p. 56 (act. Joue), p. 57 (act. 3, 4), p. 58 (act. 1, 2), p. 60 (act. Mission bricolo), p. 61 (act. 2), p. 62 (act. 1, 2, 3), p. 64 (act. 2), p. 65 (act. Joue), p. 66 (act. 1, 2), p. 68 (act. 2, 3, 4), p. 69 (act. 5, 6, Joue), p. 71 (act. 1, 2), p. 72 (act. Mission bricolo), p. 73 (act. 2), p. 74 (act. 1, 2, 3), p. 76 (act. 1, 2, 4), p. 77 (act. 5, 6, Joue), p. 79 (act. 2, Joue, 4), p. 80 (act. 2, 3), p. 81 (act. Joue), p. 83 (1, 2, 3), p. 84 (act. Mission bricolo), p. 85 (act. 2) |
| 1. B. INTERPRETIVE COMMUNICATION: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. | p. 10 (act. 2), p. 11 (act. 6, 7, 9, Vidéo), p. 12 (act. 11), p. 14 (act. 2, 4), p. 16 (act. 1), p. 17 (act. 5), p. 18 (act. 1, 2, 3), p. 19 (act. 5, Joue), p. 20 (act. 1, 3, Vidéo), p. 21 (act. 7, Joue), p. 26 (act. 1, 2, 3, 4), p. 28 (act. 1, 2, 3), p. 30 (act. 1, 3), p. 31 (act. 4, 6, Vidéo), p. 32 (act. 1), p. 33 (act. 4), p. 34 (act. 1, 2), p. 37 (act. 1, 4), p. 38 (act. 3), p. 40 (act. 1, 2), p. 41 (act. 4, 5), p. 42 (act. 1, 2), p. 43 (act. 3), p. 44 (act. 1, 2, Vidéo), p. 47 (act. 1), p. 49 (act. 1), p. 53 (act. 2), p. 54 (act. 1, 2), p. 55 (act. Vidéo), p. 56 (act. 1, 2), p. 61 (act. 1), p. 64 (act. 1), p. 65 (act. Vidéo), p. 67 (act. 3, 4), p. 68 (act. 1), p. 73 (act. 1, 4), p. 74 (act. 2, 4), p. 76 (act. 3), p. 78 (act. 1), p. 79 (act. 3), p. 80 (act. 1), p. 81 (act. Vidéo), p. 85 (act. 1, 3) |

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| <p>1. C. PRESENTATIONAL COMMUNICATION: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> | <p>p. 19 (act. 4), p. 25 (act. 3, 4), p. 33 (act. 6b), p. 37 (act. 3), p. 40 (act. 3), p. 48 (act. Mission bricolo), p. 49 (act. 3, 4), p. 61 (act. 3, 4), p. 65 (act. 3), p. 67 (act. Joue), p. 73 (act. 3, 4), p. 81 (act.4), p. 85 (act. 3, 4)</p> |
| <p>STANDARD 2: CULTURES Interact with cultural competence and understanding.</p> | |
| <p>2. A. 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> | <p>p. 67 (act. 3, 4, Joue), p. 68 (act. 4), p. 73 (act. 1), p. 85 (act. 1)</p> |
| <p>2. B. 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> | <p>p. 10 (act. 5), p. 20 (act. 4), p. 21 (act. 6), p. 25 (act. 1), p. 33 (act. 7), p. 42 (act. 1), p. 44 (act. 3), p. 53 (act. 4), p. 57 (act. 4), p. 68 (act. 4), p. 80 (act. 3)</p> |
| <p>STANDARD 3: CONNECTIONS Learners connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.</p> | |
| <p>3. A. Learners use the language to function in academic and career-related situations.</p> | <p>p. 32 (act. 1, 2, 3), p. 41 (act. 4, 5, Joue), p. 48 (act. Mission bricolo)</p> |

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| 3.B. Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. | p. 14 (act. 3, 4), p. 17 (act. 7), p. 26 (act. 3), p. 38 (act. 1, 4), p. 45 (act. Joue), p. 50 (act. 3), p. 62 (act. 2), p. 66 (act. 1, 2), p. 74 (act. 1, 4), p. 81 (act. 4) |
| 3.C. Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. | p. 11 (act. Vidéo), p. 20 (act. Vidéo), p. 31 (act. Vidéo), p. 44 (act. Vidéo), p. 55 (act. Vidéo), p. 65 (act. Vidéo), p. 81 (act. Vidéo) |
| <p style="text-align: center;">STANDARDS 4: COMPARISONS Learners develop insight into the nature of language and culture in order to interact with cultural competence.</p> | |
| 4. A. CULTURAL COMPETENCE: Learners interact with cultural competence. | p. 16 (act. 3), p. 32 (act. 3), p. 33 (act. 6a, 6b), p. 66 (act. 2), p. 67 (act. Joue), p. 68 (act. 3), p. 77 (act. 6) |
| 4. A. 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. 10 (act. 1, 3, 4), p. 71 (act. 2), p. 83 (act. 2) |
| 4. B. CULTURAL COMPARISONS: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. | p. 25 (act. 2, 3, 4), p. 32 (act. 3), p. 37 (act. 1, 2), p. 49 (act. 1, 2), p. 61 (act. 1, 2), p. 73 (act. 1, 2, 3, 4), p. 85 (act. 1, 2) |

| STANDARD 5: COMMUNITIES | |
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| Learners communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world. | |
| 5. A. SCHOOL AND GLOBAL COMMUNITIES: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. | p. 13 (act. Mission bricolo), p. 24 (act. Mission bricolo), p. 32 (act. 1, 2, 3), p. 33 (act. 6a, 6b), p. 36 (act. Mission bricolo), p. 48 (act. Mission bricolo), p. 60 (act. Mission bricolo), p. 67 (act. Joue), p. 68 (act. 3), p. 72 (act. Mission bricolo) |
| 5. B. LIFELONG LEARNING: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. | p. 32 (act. 3), p. 61 (act. 3), p. 65 (act. 3), p. 73 (act. 3, 4), p. 33 (act. 7), p. 45 (act. Joue), p. 48 (act. Mission bricolo), p. 60 (act. Mission bricolo), p. 67 (act. 3), p. 68 (act. 4) |