

# Instructional Material Program: Cap Sur 1

Secondary (6-12) English Language Arts and PK-12 World Languages Other Than English

Subject and Oklahoma State Subject Code: French I | 2122

Grade(s): K-8

## OKLAHOMA ACADEMIC STANDARD(S) CORRELATION

Page number(s) identifying the correlation location	Standard / Objective and Correlating Content
	<b>GOAL 1: COMMUNICATION</b> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
	<b>1. INTERPRETIVE COMMUNICATION</b> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
	<b>Interpretive Listening</b>
p. 11 (act. 7), p. 16 (act. 1), p. 17 (act. 5), p. 20 (act. 1)	<b>Novice Low</b> a) I can identify memorized or familiar words when they are supported by modified input, gestures, or visuals when heard, viewed within texts.
p. 11 (act. 9), p. 14 (act. 2), p. 18 (act. 1, 2), p. 19 (act. 5), p. 20 (act. 3), p. 23 (act. 2), p. 30 (act. 1, 3), p. 31 (act. 4), p. 34 (act. 1, 2), p. 40 (act. 1), p. 47 (act. 1), p. 56 (act. 1), p. 64 (act. 1), p. 79 (act. 3)	<b>Novice Mid</b> a) I can identify some basic facts from memorized or familiar words and phrases when heard or viewed within texts, these may be supported by modified input, gestures, or visuals.
p. 20 (act. Vidéo), p. 21 (act. 7), p. 28 (act. 2, 3), p. 31 (act. Vidéo), p. 33 (act. 4), p. 38 (act. 3), p. 41 (act. 4, 5), p. 42 (act. 2), p. 43 (act. 3), p. 44 (act. 2, Vidéo), p. 53 (act. 2), p. 54 (act. 2), p. 55 (act. Vidéo), p. 56 (act. 2), p. 65 (act. Vidéo), p. 68 (act. 1), p. 76 (act. 3), p. 80 (act. 1), p. 81 (act. Vidéo)	<b>Novice High</b> a) I can identify the topic, some details, and/or familiar questions from simple sentences when heard, signed, viewed, or read within texts.

	Interpretive Reading
p. 11 (act. 6), p. 14 (act. 1), p. 16 (act. 4), p. 26 (act. 1), p. 38 (act. 1), p. 50 (act. 1), p. 74 (act. 1)	<b>Novice Low</b> a) I can identify memorized or familiar words when they are supported by modified input, gestures, or visuals when heard, viewed, or read within texts.
p. 14 (act. 3, 4), p. 17 (act. 7), p. 18 (act. 3), p. 21 (act. 5, 6), p. 26 (act. 2, 3), p. 38 (act. 2), p. 42 (act. 1), p. 44 (act. 1), p. 45 (act. 4), p. 50 (act. 2), p. 52 (act. 1), p. 54 (act. 1), p. 64 (act. 2), p. 78 (act. 1)	<b>Novice Mid</b> a) I can identify some basic facts from memorized or familiar words and phrases when viewed or read within texts, these may be supported by modified input, gestures, or visuals.
p. 25 (act. 1a), p. 26 (act. 4), p. 28 (act. 4), p. 30 (act. 2), p. 31 (act. 6), p. 32 (act. 1, 2, 3), p. 37 (act. 1), p. 49 (act. 1), p. 56 (act. 1, 2), p. 57 (act. 3), p. 61 (act. 1), p. 66 (act. 1), p. 67 (act. 3), p. 69 (act. 5, 6), p. 73 (act. 1), p. 74 (act. 2, 3), p. 76 (act. 1, 2, 3, 4), p. 77 (act. 5), p. 79 (act. 2), p. 80 (act. 2)	<b>Novice High</b> a) I can identify the topic, some details, and/or familiar questions from simple sentences when heard, signed, viewed, or read within texts.
p. 40 (act. 2), p. 67 (act. 4), p. 85 (act. 1)	<b>Novice High</b> b) I can sometimes understand the main idea of what I have read.
	<b>2. INTERPERSONAL COMMUNICATION</b> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
	<b>Interpersonal Communication</b>
p. 10 (act. 1, 2, 3, 4, 5), p. 11 (act. 8, 10), p. 12 (act. 11, Joue), p. 16 (act. 2, 3, 4), p. 17 (act. Joue, 6, 7), p. 19 (act. Joue), p. 20 (act. 2, 4), p. 21 (act. 8, Joue), p. 23 (act. 1, 2), p. 26 (act. 1, 4), p. 28 (act. 1), p. 31 (act. 5), p. 34 (act. 1, 2), p. 41 (act. Joue), p. 47 (act. 1), p. 50 (act. 1), p. 58 (act. 1, 2), p. 69 (act. 5, 6, Joue), p. 71 (act. 1, 2), p. 83 (act. 1, 2, 3)	<b>Novice Low</b> a) I can communicate about very familiar topics using a variety of words and phrases that I have practiced and memorized to share information, reactions, opinions, and feelings, as well as explore opportunities for future career paths.
p. 19 (act. 4), p. 21 (act. 5), p. 24 (act. Mission bricolo), p. 28 (act. 2, 4), p. 29 (act. Joue, 5), p. 30 (act. 2), p. 31 (act. Joue), p. 33 (act. 4, 5, 6, 7), p. 36 (act. Mission bricolo), p. 37 (act. 2), p. 38 (act. 2, 4, 5), p.	<b>Novice Mid</b> a) I can request and provide information about very familiar topics using a variety of words and phrases that I have practiced and memorized to share

40 (act. 3), p. 44 (act. 3), p. 45 (act. 4, Joue), p. 50 (act. 2, 3), p. 53 (act. Joue), p. 57 (act. 4), p. 66 (act. 2), p. 68 (act. 2, 3, 4), p. 74 (act. 2, 3, 4), p. 79 (act. 2, 3, 4, Joue), p. 80 (act. 3)	information, reactions, opinions, and feelings, as well as explore opportunities for future career paths.
p. 25 (act. 2), p. 32 (act. 2, 3), p. 43 (act. 4, Joue), p. 49 (act. 2), p. 53 (act. 2, 3, 4), p. 54 (act. 2), p. 55 (act. 3, Joue), p. 56 (act. Joue), p. 60 (act. Mission bricolo), p. 61 (act. 2, 3), p. 62 (act. 1, 2, 3, 4), p. 64 (act. 2), p. 65 (act. 3, Joue), p. 67 (act. 3, Joue), p. 72 (act. Mission bricolo), p. 73 (act. 2), p. 76 (act. 1, 2, 3, 4), p. 77 (act. 5, 6, Joue), p. 80 (act. 1), p. 81 (act. Joue, 4), p. 84 (act. Mission bricolo), p. 85 (act. 2)	<b>Novice High</b> a) I can request and provide information about very familiar topics using a variety of words and phrases that I have practiced and memorized to share information, reactions, opinions, and feelings, as well as explore opportunities for future career paths.
	<b>3. PRESENTATIONAL COMMUNICATION</b> 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.
	<b>Presentational Speaking / Signing</b>
p. 21 (act. 8), p. 33 (act. 6b)	<b>Novice Low</b> a) I can present information about myself and other very familiar topics of immediate interest in highly predictable settings using single words, memorized phrases, or signs relying upon repetition, visual aids, and gestures.
p. 25 (act. 2)	<b>Novice Low</b> b) I can reproduce some familiar words, phrases, or signs in culturally accepted ways.
p. 37 (act. 2), p. 48 (act. Mission bricolo), p. 56 (act. Joue)	<b>Novice Mid</b> a) I can present information about myself and other very familiar topics of immediate interest in highly predictable settings using single words, memorized phrases, or signs relying upon repetition, visual aids, and gestures.
p. 65 (act. 3), p. 69 (act. 5), p. 85 (act. 2, 3)	<b>Novice Mid</b> b) I can reproduce some familiar words, phrases, or signs in culturally accepted ways.
p. 49 (act. 2), p. 73 (act. 2)	<b>Novice High</b>

	a) I can present basic information on familiar topics that relate to me in a variety of settings, sometimes relying upon clarification and circumlocution, using language I have practiced using phrases and simple sentences.
	<b>Presentational Writing</b>
p. 48 (act. Mission bricolo)	<b>Novice Low</b> a) I can present information about myself and other very familiar topics of immediate interest in highly predictable settings using single words or memorized phrases relying upon visual aids.
p. 48 (act. Mission bricolo)	<b>Novice Low</b> b) I can reproduce some familiar words, characters, or phrases in culturally accepted ways.
p. 48 (act. Mission bricolo - see TE, p. 94)	<b>Novice Mid</b> a) I can present information about myself and some other very familiar topics of immediate interest in highly predictable settings using a variety of words or phrases, and memorized expressions often relying upon visual aids.
Cahier p. 35 (act. 4b - see TE, p. 90)	<b>Novice Mid</b> b) I can write lists and memorized phrases on familiar topics in culturally accepted ways.
p. 67 (act. Joue)	<b>Novice High</b> a) I can present basic information on familiar topics that relate to me in a variety of settings, sometimes relying upon clarification and circumlocution, using language I have practiced using phrases and simple sentences.
p. 67 (act. Joue)	<b>Novice High</b> b) I can compose short messages and notes on familiar topics related to everyday life in culturally accepted ways.

	<b>GOAL 2: CULTURE</b> Interact with Cultural Competence and Understanding
--	---

	<b>1. RELATING CULTURAL PRACTICES TO PERSPECTIVES</b> Learners use the target language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
p. 16 (act. 3), p. 56 (act. Joue), p. 81 (act. Joue)	<b>Novice</b> a) I can imitate patterns of behavior such as greetings or gestures used in formal and informal settings in the target cultures.
p. 26 (act. 4), p. 32 (act. 1)	<b>Novice</b> b) I can identify and participate in traditional practices, cultural activities and in the target cultures.
p. 31 (act. Vidéo)	<b>Novice</b> c) I can identify with some perspectives and worldviews from the target cultures.
p. 37 (act. 1), p. 49 (act. 1), p. 73 (act. 1)	<b>Novice</b> d) I can recognize diversity and the impact of stereotyping other cultures.
p. 32 (act. 3), p. 85 (act. 2)	<b>Novice</b> e) I can recognize differences and similarities between the target cultures and my own.
	<b>2. RELATING CULTURAL PRODUCTS TO PERSPECTIVES</b> Learners use the target language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
p. 21 (act. 6), p. 25 (act. 1), p. 66 (act. 1, 2)	<b>Novice</b> a) I can identify and explore artifacts and symbols commonly used in diverse target-language communities.
	<b>Novice</b> b) I can identify and explore some major contributions and influential figures, historical and contemporary, from a variety of diverse target-language communities.
p. 73 (act. 1), p. 85 (act. 1)	<b>Novice</b> c) I can identify and explore the impact of historical and contemporary influences from diverse target-language communities that are significant in my own culture.

p. 14 (act. 3, 4), p. 61 (act. 1), p. 65 (act. Vidéo)	<b>Novice</b> d) I can identify and investigate products and geographic features from civilizations, countries, regions, and tribes associated with the target language studied.
p. 21 (act. 6), p. 44 (act. Vidéo), p. 65 (act. Vidéo), p. 81 (act. Vidéo)	<b>Novice</b> e) I can identify samples of the cultures' perspectives from the arts and media in the target cultures.

	<b>GOAL 3: CONNECTIONS</b> Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.
	<b>1. MAKING CONNECTIONS</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. 4), p. 17 (act. 7), p. 25 (act. 1), p. 26 (act. 3, 4), p. 38 (act. 4), p. 44 (act. 1, 2), p. 45 (act. 4, Joue), p. 61 (act. 1), p. 62 (act. 1, 2, 3, 4), p. 64 (act. 1, 2), p. 66 (act. 1), p. 73 (act. 1, 2, 3, 4), p. 74 (act. 1, 2, 3, 4), p. 80 (act. 1, 2), p. 81 (act. 4)	<b>Novice</b> a) I can identify and/or apply selected information and skills from other content areas in experiences related to the target language and cultures.
p. 14 (act. 3, 4), p. 21 (act. 6, 7), p. 32 (act. 1, 2, 3), p. 33 (act. 7), p. 44 (act. 3, Vidéo), p. 50 (act. 3), p. 65 (act. 3, Vidéo), p. 72 (act. Mission bricolo)	<b>Novice</b> b) I can reinforce and/or expand learning in other content areas using authentic target language resources when possible.
	<b>2. ACQUIRING INFORMATION AND DIVERSE PERSPECTIVES</b> Learners access and evaluate information and diverse perspectives that are available through the target language and its cultures.
p. 11 (act. Vidéo), p. 20 (act. Vidéo), p. 21 (act. 6), p. 69 (act. 5)	<b>Novice</b> a) I can extract information about the target cultures from selected authentic sources representing diverse target-language communities.

p. 31 (act. Vidéo), p. 44 (act. Vidéo), p. 55 (act. Vidéo), p. 65 (act. Vidéo)	<b>Novice</b> b) I can use authentic target language sources to gain insight about and identify the distinctive perspectives of the target language.
--	---

	<b>GOAL 4: COMPARISONS</b> Develop insight into the nature of language and culture in order to interact with cultural competence.
	<b>1. LANGUAGE COMPARISONS</b> Learners use the language to explore, explain, and reflect on the nature of language through comparisons of the language studied and their own.
	<b>Novice</b> a) I can identify cognates and borrowed words and be aware of their usefulness in comprehending language.
	<b>Novice</b> b) I can identify similarities and differences in the sound and writing systems.
	<b>Novice</b> c) I can make comparisons of basic language forms in familiar and highly predictable settings when I have reached the Novice High level.
	<b>Novice</b> d) I can compare basic idiomatic expressions and at the Novice High level, interpret, express, and compare the meaning of idioms.
	<b>2. CULTURAL COMPARISONS</b> Learners use the language to explore, explain and reflect on the concept of culture through comparisons of the cultures studied and their own.
p. 73 (act. 1, 2), p. 85 (act. 1, 2)	<b>Novice</b> a) I can identify similarities and differences in verbal and nonverbal behavior between cultures in situations that are familiar and highly predictable.
p. 25 (act. 1, 2), p. 49 (act. 1, 2)	<b>Novice</b> b) I can initially recognize and advance to be able to identify and then analyze intercultural similarities and differences in the practices, products, and

	perspectives of my own culture and the target cultures in very familiar situations.
p. 61 (act. 1, 2)	<b>Novice</b> c) I can initially recognize, then progress to be able to explore, explain and reflect on how generalized perceptions, past and present, of groups and people shape identity and culture in my own and the target cultures.

	<b>GOAL 5: COMMUNITIES</b> Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.
	<b>1. SCHOOLS AND GLOBAL COMMUNITIES</b> Learners use the target language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
	<b>Novice</b> a) I can identify career paths that are enhanced by proficiency in another language.
p. 67 (act. Joue), p. 72 (act. Mission bricolo), p. 84 (act. Mission bricolo)	<b>Novice</b> b) I can practice oral or written use of the target language with others outside of an academic setting.
p. 13 (act. Mission bricolo), p. 24 (act. Mission bricolo), p. 72 (act. Mission bricolo)	<b>Novice</b> c) I can communicate on a personal level with speakers of the target language.
p. 25 (act. 2), p. 37 (act. 2), p. 49 (act. 2), p. 73 (act. 2), p. 85 (act. 2, 3)	<b>Novice</b> d) I can produce short presentations in the target language for a variety of audiences.
p. 31 (act. Joue), p. 33 (act. 6b), p. 67 (act. Joue)	<b>Novice</b> e) I can produce short presentations in the target language for a designated audience.
	<b>2. LIFELONG LEARNING</b> Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.



p. 67 (act. Joue), p. 77 (act. 6), p. 81 (act. Joue)	<b>Novice</b> a) I can demonstrate a willingness to interact with native speakers.
p. 20 (act. 4), p. 33 (act. 7), p. 44 (act. 3), p. 57 (act. 4), p. 68 (act. 4), p. 80 (act. 3)	<b>Novice</b> b) I can discover and explore a variety of entertainment sources representative of the target cultures.
p. 43 (act. Joue), p. 45 (act. Joue), p. 56 (act. Joue), p. 65 (act. Joue), p. 81 (act. Joue)	<b>Novice</b> c) I can identify current topics or events of interest within the target cultures.
p. 20 (act. 4), p. 33 (act. 7)	<b>Novice</b> d) I can discover and explore samples of art, literature, or music that are representative of the target cultures.