Mississippi World Languages Framework

Grades 9, 10, 11, 12

Adopted 2016

Modern Languages

Communication - Level 1

1. Interpersonal – Communicate on very familiar topics using a variety of words and phrases that have been practiced and memorized.
    a. Engage in greetings and introductions.
    b. Ask and answer a variety of simple questions.
    c. Communicate basic information about myself and people I know.
    d. Communicate basic information about everyday life.
    e. Exchange information using texts, graphs, or pictures.
2. Presentational Speaking – Present information orally about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.
    a. Present information about myself and others.
    b. Express likes, dislikes, and preferences.
    c. Present information about daily activities and familiar items.
    d. Present simple information based upon research.
3. Presentational Writing – Write short messages and notes on familiar topics related to everyday life.
    a. Fill out simple forms with basic information.
    b. Write about myself and others I know.
    c. Write lists of daily activities.
    d. Write about something I researched.
4. Interpretive Listening – 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.
    a. Understand simple courtesy phrases.
    b. Recognize basic information in words and phrases.
    c. Understand simple questions or statements.
    d. Understand simple information presented in pictures and graphs.

Skip to main content

5. Interpretive Reading – 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.
    a. Recognize words, phrases, and characters when associated with already known material.
    b. Understand short, simple messages on familiar topics.
    c. Understand the main idea of published materials.
    d. Understand simple everyday notices in public places on familiar topics.

Communication - Level 2

1. Interpersonal – 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.
    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.
2. Presentational Speaking – Present information on a variety of familiar topics using a series of sentences with enough accuracy to be understood by sympathetic listeners.
    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.
3. Presentational Writing – Write briefly about most familiar topics and present information using connected sentences in various time frames.
    a. Write about people, activities, events, and experiences in various time frames.
    b. Write questions to obtain information, such as a questionnaire or survey.
    c. Write instructions about how to do or make something; give travel directions.
    d. Write about researched topics and topics of interest in multiple time frames.
4. Interpretive Listening – Understand the main idea and some supporting details in messages or presentations on topics related to everyday life and areas of interest.
    a. Understand spoken questions or statements on everyday topics within a conversation.
    b. Understand the basic purpose of a message.
    c. Understand messages and announcements related to basic needs.
    d. Understand the main topic of some overheard conversations.

Skip to main content

5. Interpretive Reading – Understand the main idea of texts related to everyday life and personal interests or studies.
    a. Understand printed captions, website descriptions, and ads with the help of pictures or graphs.
    b. Understand messages related to topics of personal interest.
    c. Identify simple information needed to complete forms.
    d. Identify some information from news media.

Communication - Level 3

1. Interpersonal Communication – Participate in conversations, social interactions, and everyday situations on familiar topics, events, and experiences.
    a. Exchange information regarding past, present, and future events.
    b. Pose more complex questions requiring more in-depth responses.
    c. Request, clarify, and suggest/supply alternative vocabulary and directions in various settings.
    d. Start, maintain, and end conversations on a variety of familiar topics and personal preferences.
    e. Provide/exchange information to handle a variety of tasks and complications.
2. Presentational Speaking – Present generally organized information on familiar and researched topics as well as some time-specified events and experiences.
    a. Present information about common interests, issues, and research.
    b. Present personal points of view and supporting reasons.
    c. Retell or paraphrase selections from literature, videos, or music.
3. Presentational Writing – Write on familiar topics in connected, coherent sentences or simple, logical paragraphs.
    a. Compose messages, announcements, or communication for public distribution.
    b. Write short reports about a researched topic.
    c. Write about academic or career topics.
4. Interpretive Listening – Understand the main ideas in messages, presentations, and conversations on a variety of topics as well as a few details of overheard conversations when something unexpected is expressed.
    a. Understand basic information and details in ads, announcements, and simple recordings.
    b. Understand straightforward information, interactions, and messages related to everyday life.
    c. Understand the main idea of what is heard when listening for personal enjoyment.

Skip to main content

5. Interpretive Reading – Understand the main ideas of texts relating to everyday life and personal interests as well as understand stories' descriptions about events and experiences.
    a. Understand simple personal questions, events, and/or experiences.
    b. Understand basic information in ads, announcements, and instructions when accompanied by visuals.
    c. Understand the main ideas of personal readings.
    d. Understand the main idea and a few facts about famous/historic people and events.

Communication - Level 4

1. Interpersonal – Participate in conversations on familiar topics, talk about oneself, and handle some complicated social interactions in everyday life situations using sentences and series of sentences.
    a. State and support views and take an active part in conversations.
    b. Exchange detailed information in areas with fields of mutual interest.
    c. Support a point of view clearly and precisely.
    d. Discuss some complex information in debates or meetings.
2. Presentational Speaking – Deliver detailed presentations in various time frames, usually with accuracy, clarity, precision, and support, on a variety of topics.
    a. Describe personal experiences and interests with accuracy, clarity, and precision.
    b. Present a viewpoint with research supported arguments on an issue.
    c. Narrate literature, videos, or music and describe the reactions with detail and clarity.
    d. Describe events with detail and clarity using different time frames.
3. Presentational Writing – Write on a wide variety of familiar topics using short, connected paragraphs with many details.
    a. Write communications on issues of personal and community interest.
    b. Write reports about familiar topics using short, connected paragraphs with many details.
    c. Write narratives in various time frames using short, connected paragraphs with many details.
    d. State point of view on an issue with research supported arguments using short, connected paragraphs with many details.

Skip to main content

4. Interpretive Listening – Understand the main idea and many supporting details in conversations, presentations, and messages on topics of personal and general interest.
    a. Understand the main idea and many details in ads, announcements, and other simple recordings.
    b. Understand the main idea and many details of popular genres.
    c. Understand the main idea and many details from discussions and interviews on familiar topics.
    d. Understand many complex directions and instructions on everyday tasks.
5. Interpretive Reading – Understand the main idea and many supporting details in texts on a variety of topics of personal and general interest, as well as the main idea and some details in texts on unfamiliar topics.
    a. Understand the main idea and many details on familiar topics when reading for enjoyment and information.
    b. Understand the main idea and some details on unfamiliar topics when reading for enjoyment and information.
    c. Understand the main idea and many details about famous and historic people and events.
    d. Understand the main idea and some details in narratives, literary selections, and other types of texts when reading for enjoyment and information.

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.
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.

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.
2. Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

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.

Skip to main content

2. 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.

Communities

1. 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.
2. Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Classical Languages

Communication - Level 1

1. Interpersonal – Students can correctly use and pronounce authentic Latin phrases commonly used in English.
   a. Students listen and reproduce sounds of Latin correctly.
   b. Recognize and appropriately use Latin phrases and expressions in modern-day English.
2. Presentational Speaking – Students use Latin orally as part of the language learning process.
   a. Students sing or recite passages in Latin modeling correct pronunciation.
   b. Students read out loud in Latin modeling correct pronunciation.
3. Presentational Writing – Students use written Latin as part of the language learning process.
   a. Students can translate simple sentences from Latin to English and from English to Latin.
   b. Students can appropriately use Latin phrases and expressions in their own writing.
4. Interpretive Listening – Understand spoken words, phrases, and simple sentences related to topics studied and vocabulary learned.
   a. Students can respond appropriately to simple commands, statements, questions, or non-verbal stimuli in Latin.
   b. Students recognize the sounds of Latin.
5. Interpretive Reading – Understand written words, phrases, and simple sentences related to topics studied and vocabulary learned.
   a. Students recognize Latin roots in English words to enhance their intuitive understanding of meaning.
   b. Students demonstrate understanding of simple Latin texts by answering questions in English.

ɔmmunication - Level 2

Skip to main content

1. Interpersonal – Students use their knowledge of Latin to enhance their communication skills in English.
    a. Students reproduce spoken Latin with emphasis on correct vowel quality and stressed syllables.
    b. Students recognize and appropriately use Latin phrases and expressions in modern-day English.
2. Presentational Speaking – Students use Latin orally as part of the language learning process.
    a. Students sing or recite passages in Latin modeling correct pronunciation.
    b. Students read out loud from authentic or adapted Latin texts modeling correct pronunciation.
3. Presentational Writing – Students use written Latin as part of the language learning process.
    a. Students can translate longer and more complex sentences from Latin to English and from English to Latin.
    b. Students can appropriately use Latin phrases and expressions in their own writing.
4. Interpretive Listening – Understand spoken words, phrases, and simple sentences related to topics studied and vocabulary learned.
    a. Students can respond appropriately to increasingly complex commands, statements, questions, or non-verbal stimuli in Latin.
    b. Students recognize the sounds and can identify correct intonation of Latin.
5. Interpretive Reading – Understand written words, phrases, and simple sentences related to topics studied and vocabulary learned.
    a. Students recognize Latin roots in English words to enhance their intuitive understanding of meaning.
    b. Students demonstrate understanding of authentic and adapted Latin texts by answering questions in English.

Communication - Level 3/4

1. Interpersonal – Students use their knowledge of Latin to enhance their communication skills in English.
    a. Students read Latin prose and poetry aloud with attention to such features as meter, meaningful phrase grouping, and appropriate voice inflection.
    b. Students recognize and appropriately use Latin phrases and expressions in modern-day English.
2. Presentational Speaking – Students use Latin orally as part of the language learning process.
    a. Students sing or recite passages in Latin modeling correct pronunciation.
    b. Students read out loud from authentic Latin texts modeling correct pronunciation.

Skip to main content

3. Presentational Writing – Students use written Latin as part of the language learning process and can paraphrase and translate content.
    a. Students can translate longer and more complex passages from Latin to English and from English to Latin.
    b. Students can appropriately use Latin phrases and expressions in their own writing.
4. Interpretive Listening – Understand spoken words, phrases, and simple sentences related to topics studied and vocabulary learned.
    a. Students can respond appropriately to increasingly complex commands, statements, questions, or non-verbal stimuli in Latin.
    b. Students recognize and produce the sounds and correct intonation of Latin.
5. Interpretive Reading – Understand written words, phrases, and simple sentences related to topics studied and vocabulary learned.
    a. Students recognize Latin roots in English words to derive meaning of unfamiliar words or explain the etymology of familiar words.
    b. Students demonstrate understanding of authentic Latin texts by answering questions in English.

Culture

1. Students demonstrate an understanding of the perspectives of Roman culture as revealed in the practices of the Romans.
2. Students demonstrate an understanding of the perspectives of Roman culture as revealed in the products of the Romans.

Connections

1. Students reinforce and further their knowledge of other disciplines through their study of Latin.
2. Students acquire information and recognize distinct viewpoints that are only available through studying another language.

Comparisons

1. Students recognize the Latin roots of English words and use this knowledge to broaden their understanding of word meaning and to develop a larger active vocabulary.
2. Students can apply their knowledge of Latin grammar to English to improve their communication skills.
3. Students can recognize historical patterns beginning in ancient Rome and continuing into modern-day and use this knowledge to understand the influences of the past on the present.

ɔmmunities

Skip to main content

Students develop relationships with individuals or organizations that support the study of Latin and Roman culture.

2. Students use Latin to enhance their development in personal areas of interest.

American Sign Language

Communication - Level 1

1. Interpersonal Communication – Converse in ASL on very familiar topics using a variety of words and phrases that have been practiced and memorized.
   a. Engage in greetings and introductions.
   b. Ask and answer a variety of simple questions.
   c. Communicate basic information about myself and people I know.
   d. Communicate basic information about everyday life.
2. Presentation in ASL – Present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions in American Sign Language.
   a. Present information about others and myself.
   b. Express likes, dislikes, and preferences.
   c. Present information about daily activities and familiar items.
   d. Present simple stories.
3. Interpretive Receptive Skills – Understand words, phrases, and simple sentences related to everyday life and recognize pieces of information and the main topic of what is being said in ASL.
   a. Understand simple courtesy phrases.
   b. Recognize basic information in words and phrases.
   c. Understand simple questions or statements.
   d. Experience stories, such as handshape stories, following cultural features.

Communication - Level 2

1. Interpersonal Communication – Converse and exchange information in ASL about familiar topics using signed phrases and simple sentences, sometimes supported by memorized language. Handle short social interactions in everyday situations by asking and answering simple questions.
   a. Use the language to meet basic needs in familiar situations.
   b. Ask for and give simple directions.
   c. Exchange personal information by asking and answering questions which demonstrate the ability to create rather than memorize.
   d. Converse and interact with others in everyday situations asking for clarification or visuals as needed.
   e. Make plans with others.

Skip to main content

2. Presentation in ASL – Present basic information on familiar topics using signed phrases and simple sentences with enough accuracy in ASL to be understood by peers.
    a. Give instructions on how to make or do something.
    b. Tell about a familiar experience or event.
    c. Share information about myself, my family, friends, my school, and my activities.
    d. Present information about the activities, likes, dislikes, and basic biographical information of others.
    e. Present stories, including handshape stories.
3. Interpretive Receptive Skills – Understand the main idea and recognize pieces of information in short, simple messages and presentations on familiar topics in ASL.
    a. Understand spoken questions or statements on everyday topics.
    b. Understand the basic purpose of a message.
    c. Understand messages and announcements related to basic needs.
    d. Understand the main topic of some overheard conversations.

Communication - Level 3

1. Interpersonal Communication - Participate in conversations, social interactions, and everyday situations on familiar topics, events, and experiences in ASL.
    a. Exchange information regarding past, present, and future events.
    b. Pose more complex questions requiring more in depth responses.
    c. Request, clarify, and suggest/supply alternative vocabulary and directions in various settings.
    d. Start, maintain, and end conversations on a variety of familiar topics and personal preferences.
    e. Provide/exchange information to handle a variety of tasks and complications.
2. Presentation in ASL - Present generally organized information on familiar and researched topics as well as some time-specified events and experiences with the use of ASL.
    a. Present information about common interests, issues, and research.
    b. Present personal points of view and supporting reasons.
    c. Retell or paraphrase selections from literature, videos, or music.

Skip to main content

3. Interpretive Receptive Skills - Understand the main ideas in messages, presentations, and conversations on a variety of topics as well as a few details of overheard conversations when something unexpected is expressed in ASL.
    a. Understand basic information and details in vlogs (videos as blogs), announcements, and simple video recordings.
    b. Understand straightforward information, interactions, and messages related to everyday life.
    c. Understand the main idea of what is signed when listening for personal enjoyment.

Communication - Level 4

1. Interpersonal Communication – Communicate fully point of view on a variety of familiar and complex topics in formal and informal settings with ASL. Talk in detail and in an organized way about events and experiences in various time frames. Develop hypotheses on topics of particular interest or personal expertise.
    a. Handle a complication or unexpected turn of events.
    b. Exchange detailed information on topics within and beyond my fields of interest.
    c. Support my opinion clearly and precisely and construct hypotheses.
    d. Discuss complex information in debates or meetings.
2. Presentation in ASL – Deliver in various time frames detailed presentations, usually with accuracy, clarity and precision, on a variety of topics and issues related to community interests and some fields of expertise.
    a. Present complex information on many concrete topics and related issues based upon research.
    b. Present a viewpoint with research-supported arguments on a complex issue.
    c. Use appropriate presentational conventions and strategies.
    d. Give a clearly articulated and well-structured presentation on a complex topic or issue.
3. Interpretive Receptive Skills – Understand the main idea and most supporting details on a variety of topics of personal and general interest, as well as some topics of professional interest. Follow stories and descriptions of some length in various time frames. Understand information presented in most genres, even when not familiar with the topic. Follow sometimes extended arguments and different points of view in ASL.
    a. Understand the main idea and many details of descriptions or interviews.
    b. Understand the main idea of popular genres.
    c. Understand accounts of events.
    d. Understand directions and instructions on everyday tasks.
    e. Understand various points of view in extended arguments.

Skip to main content

ultures

2. Relating Cultural Products to Perspectives: Learners use ASL to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied and Hearing American culture.
1. Relating Cultural Practices to Perspectives: Learners use ASL to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Connections

1. Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using ASL to develop critical thinking and to solve problems creatively.
2. Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through ASL and Deaf culture.

Comparisons

1. Language Comparisons: Learners use ASL to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
2. Cultural Comparisons: Learners use ASL to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Communities

1. School and Global Communities: Learners use ASL both within and beyond the classroom to interact and collaborate in their community and the globalized world.
2. Lifelong Learning: Learners set goals and reflect on their progress in using ASL.