



# CAP SUR... 1

**LEVEL:** NOVICE LOW TO NOVICE HIGH

ACTFL World-Readiness Standards

## GOAL AREA: COMMUNICATION

**Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes**

**Interpersonal Communication:** Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

**UNITÉ 0:** p. 10 (act. 1), p. 10 (act. 3), p. 10 (act. 4), p. 10 (act. 5), p. 11 (act. 8), p. 11 (act. 10), p. 12 (act. 11), p. 12 (act. "Joue"), p. 13 (act. "Mission bricolo")

**UNITÉ 1:** p. 14 (act. 1), p. 14 (act. 2), p. 16 (act. 2), p. 16 (act. 3), p. 16 (act. 4), p. 17 (act. "Joue"), p. 17 (act. 6), p. 19 (act. 4), p. 19 (act. "Joue"), p. 20 (act. 1), p. 20 (act. 2), p. 20 (act. 4), p. 21 (act. 5), p. 21 (act. 7), p. 21 (act. 8), p. 21 (act. "Joue"), p. 23 (act. 1), p. 23 (act. 2), p. 24 (act. "Mission bricolo"), p. 25 (act. 2), p. 25 (act. 3)

**UNITÉ 2:** p. 28 (act. 1), p. 29 (act. "Joue"), p. 29 (act. 5), p. 30 (act. 2), p. 31 (act. 5), p. 31 (act. "Joue"), p. 32 (act. 2), p. 32 (act. 3), p. 33 (act. 4), p. 33 (act. 5), p. 33 (act. 6), p. 33 (act. 7), p. 34 (act. 1), p. 34 (act. 2), p. 36 (act. "Mission bricolo"), p. 37 (act. 2), p. 37 (act. 4)

**UNITÉ 3:** p. 38 (act. 2), p. 40 (act. 3), p. 41 (act. "Joue"), p. 43 (act. 4), p. 43 (act. "Joue"), p. 44 (act. 3), p. 45 (act. 4), p. 45 (act. "Joue"), p. 49 (act. 2), p. 49 (act. 3), p. 49 (act. 4)

**UNITÉ 4:** p. 53 (act. "Joue"), p. 53 (act. 3), p. 54 (act. 2), p. 55 (act. 3), p. 55 (act. "Joue"), p. 56 (act. "Joue"), p. 57 (act. 4), p. 58 (act. 1), p. 58 (act. 2), p. 60 (act. "Mission bricolo"), p. 61 (act. 2), p. 61 (act. 3), p. 61 (act. 4)

**UNITÉ 5:** p. 62 (act. 1), p. 62 (act. 2), p. 62 (act. 4), p. 64 (act. 2), p. 65 (act. "Joue"), p. 66 (act. 2), p. 67 (act. 3), p. 67 (act. "Joue"), p. 68 (act. 3), p. 68 (act. 4), p. 69 (act. 5), p. 69 (act. "Joue"), p. 71 (act. 1), p. 71 (act. 2), p. 72 (act. "Mission bricolo"), p. 73 (act. 2), p. 73 (act. 3), p. 73 (act. 4)

**UNITÉ 6:** p. 74 (act. 2), p. 74 (act. 3), p. 76 (act. 2), p. 76 (act. 3), p. 77 (act. 5), p. 77 (act. 6), p. 77 (act. "Joue"), p. 79 (act. 3), p. 79 (act. "Joue"), p. 79 (act. 4), p. 80 (act. 1), p. 80 (act. 3), p. 81 (act. "Joue"), p. 81 (act. 4), p. 83 (act. 1), p. 83 (act. 2), p. 83 (act. 3), p. 84 (act. "Mission bricolo"), p. 85 (act. 2), p. 85 (act. 4)

**Interpretive Communication:** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

**UNITÉ 0:** p. 10 (act. 1), p. 10 (act. 2), p. 11 (act. 6), p. 11 (act. 7), p. 11 (act. 9), p. 12 (act. 11)

**UNITÉ 1:** p. 14 (act. 2), p. 14 (act. 3), p. 14 (act. 4), p. 16 (act. 1), p. 16 (act. 2), p. 16 (act. 4), p. 17 (act. 5), p. 17 (act. 7), p. 18 (act. 1), p. 18 (act. 2), p. 18 (act. 3), p. 19 (act. 5), p. 20 (act. 1), p. 20 (act. 3), p. 20 (act. 4), p. 21 (act. 5), p. 21 (act. 6), p. 21 (act. 7), p. 25 (act. 1, 4)

**UNITÉ 2:** p. 26 (act. 1), p. 26 (act. 2), p. 26 (act. 3), p. 26 (act. 4), p. 28 (act. 2), p. 28 (act. 3), p. 28 (act. 4), p. 29 (act. 5), p. 30 (act. 1), p. 30 (act. 3), p. 31 (act. 4), p. 31 (act. 5), p. 31 (act. 6), p. 32 (act. 1), p. 32 (act. 2), p. 33 (act. 4), p. 33 (act. 5), p. 33 (act. 6), p. 33 (act. 7), p. 34 (act. 1), p. 34 (act. 2), p. 37 (act. 1)

**UNITÉ 3:** p. 38 (act. 1), p. 38 (act. 2), p. 38 (act. 3), p. 38 (act. 4), p. 38 (act. 5), p. 40 (act. 1), p. 40 (act. 2), p. 41 (act. 4), p. 41 (act. 5), p. 42 (act. 1), p. 42 (act. 2), p. 43 (act. 3), p. 43 (act. "Joue"), p. 44 (act. 1), p. 44 (act. 2), p. 44 (act. 3), p. 45 (act. 4), p. 47 (act. 1), p. 49 (act. 1)

**UNITÉ 4:** p. 50 (act. 1), p. 50 (act. 2), p. 50 (act. 3), p. 52 (act. 1), p. 53 (act. 2), p. 53 (act. 3), p. 53 (act. 4), p. 54 (act. 1), p. 54 (act. 2), p. 55 (act. 3), p. 56 (act. 1), p. 56 (act. 2), p. 57 (act. 3), p. 57 (act. 4), p. 58 (act. 1), p. 58 (act. 2), p. 61 (act. 1)

**UNITÉ 5:** p. 62 (act. 2), p. 62 (act. 3), p. 62 (act. 4), p. 64 (act. 1), p. 64 (act. 2), p. 66 (act. 1), p. 67 (act. 3), p. 67 (act. 4), p. 68 (act. 1), p. 68 (act. 2), p. 68 (act. 4), p. 69 (act. 5), p. 69 (act. 6), p. 71 (act. 1), p. 71 (act. 2), p. 73 (act. 1)

**UNITÉ 6:** p. 74 (act. 1), p. 74 (act. 2), p. 74 (act. 3), p. 74 (act. 4), p. 76 (act. 1), p. 76 (act. 2), p. 76 (act. 3), p. 76 (act. 4), p. 77 (act. 5), p. 78 (act. 1), p. 79 (act. 2), p. 79 (act. 3), p. 80 (act. 1), p. 80 (act. 2), p. 80 (act. 3), p. 83 (act. 1), p. 83 (act. 2), p. 83 (act. 3), p. 85 (act. 1), p. 85 (act. 2)

**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.

**UNITÉ 2:** p. 33 (act. 6), p. 37 (act. 3)

**UNITÉ 3:** p. 48 (act. "Mission bricolo")

**UNITÉ 6:** p. 85 (act. 3)

**GOAL AREA: CULTURES****Interact with cultural competence and understanding**

**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.

**UNITÉ 3:** p. 49 (act. 1), p. 49 (act. 2), p. 49 (act. 3)

**UNITÉ 5:** p. 73 (act. 1), p. 73 (act. 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.

**UNITÉ 1:** p. 20 (act. 2, 3, 4), p. 21 (act. 7), p. 25 (act. 1)

**UNITÉ 2:** p. 29 (act. 5), p. 31 (“Joue”)

**UNITÉ 3:** p. 41 (act. 4), p. 44 (act. 3)

**UNITÉ 4:** p. 50 (act. 1, 2), p. 51 (act. 1), p. 57 (act. 4), p. 61 (act. 2)

**UNITÉ 5:** p. 67 (act. 3), p. 68 (act. 2, 3, 4), p. 69 (act. 5, 6)

**UNITÉ 6:** p. 74 (act. 4), p. 76 (act. 1, 2, 4), p. 77 (“Joue”), p. 80 (act. 3), p. 85 (act. 4)

**GOAL AREA: CONNECTIONS****Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations**

**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.

**UNITÉ 0:** p. 13 (act. “Mission bricolo”)

**UNITÉ 1:** p. 14 (act. 4), p. 25 (act. 3, 4)

**UNITÉ 2:** p. 29 (act. “Joue”), p. 36 (act. “Mission bricolo”)

**UNITÉ 3:** p. 40 (act. 3), p. 48 (act. “Mission bricolo”), p. 49 (act. 3)

**UNITÉ 4:** p. 50 (act. 3), p. 60 (act. “Mission bricolo”), p. 61 (act. 3)

**UNITÉ 5:** p. 65 (act. 3), p. 72 (act. “Mission bricolo”), p. 73 (act. 3)

**UNITÉ 6:** p. 74 (act. 4), p. 79 (act. 4), p. 81 (act. 4), p. 84 (act. “Mission bricolo”), p. 85 (act. 3)

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

**UNITÉ 1:** p. 17 (“Joue”), p. 18 (act. 3), p. 19 (act. 4), p. 21 (act. 7), p. 22 (“Cap sur la langue”)

**UNITÉ 2:** p. 28 (act. 2, 3, 4), p. 30 (act. 1, 2, 3), p. 31 (act. 5, 6), p. 32 (act. 1), p. 33 (act. 4, 5)

**UNITÉ 3:** p. 40 (act. 2), p. 41 (act. 5), p. 42 (act. 2), p. 44 (act. 1, 2), p. 49 (act. 1)

**UNITÉ 4:** p. 53 (act. 4), p. 56 (act. 2), p. 57 (act. 3)

**UNITÉ 5:** p. 62 (act. 1), p. 64 (act. 2), p. 73 (act. 1)

**UNITÉ 6:** p. 74 (act. 1), p. 78 (act. 1), p. 79 (act. 2, 3), p. 85 (act. 1)

**GOAL AREA: COMPARISONS**

**Develop insight into the nature of language and culture in order to interact with cultural competence**

**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.

**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.

**UNITÉ 1:** p. 25 (act. 2)

**UNITÉ 2:** p. 32 (act. 3)

**UNITÉ 3:** p. 49 (act. 2)

**UNITÉ 5:** p. 73 (act. 2)

**UNITÉ 6:** p. 85 (act. 2)

**GOAL AREA: COMMUNITIES**

**Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world**

**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.

**UNITÉ 3:** p. 48 (act. "Mission bricolo")

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

**UNITÉ 1:** p. 24 (act. "Mission bricolo")

**UNITÉ 3:** p. 48 (act. "Mission bricolo")