



CAP SUR... 2

LEVEL: NOVICE HIGH TO INTERMEDIATE LOW

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. "Joue"), p. 12 (act. 3), p. 12 (act. "Joue")

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

UNITÉ 2: p. 26 (act. 3), p. 29 (act. 4), p. 29 (act. "Joue"), p. 30 (act. 3), p. 31 (act. "Joue"), p. 32 (act. 1), p. 32 (act. 4), p. 33 (act. 7), p. 35 (act. 1), p. 35 (act. 2), p. 36 (act. "Mission bricolo"), p. 37 (act. 1), p. 37 (act. 2), p. 37 (act. 3), p. 37 (act. 4)

UNITÉ 3: p. 48 ("Mission bricolo")

UNITÉ 4: p. 50 (act. 3), p. 52 (act. 1), p. 52 (act. 3), p. 53 (act. 4), p. 53 (act. "Joue"), p. 54 (act. 1), p. 54 (act. 3), p. 55 (act. "Joue"), p. 56 (act. 1), p. 56 (act. 2), p. 56 (act. 3), p. 56 (act. 4), p. 57 (act. 6), p. 57 (act. "Joue"), p. 59 (act. 1), p. 59 (act. 2), p. 60 (act. "Mission bricolo"), p. 61 (act. 2), p. 61 (act. 3)

UNITÉ 5: p. 62 (act. 2), p. 64 (act. 4), p. 65 (act. "Joue"), p. 66 (act. 2), p. 66 (act. 3), p. 67 (act. 5), p. 67 (act. "Joue"), p. 68 (act. 2), p. 69 (act. 3), 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. 76 (act. 4), p. 77 (act. "Joue"), p. 77 (act. 5), p. 78 (act. 1), p. 78 (act. 3), p. 79 (act. "Joue"), p. 79 (act. 5), p. 80 (act. 1), p. 81 (act. 3), p. 81 (act. 4), p. 83 (act. 1), p. 83 (act. 2), p. 84 (act. "Mission bricolo"), p. 85 (act. 2), p. 85 (act. 3), 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. 12 (act. 2), p. 13 (act. 4), p. 13 (act. 5)

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

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

UNITÉ 4: p. 50 (act. 1), p. 50 (act. 2), p. 50 (act. 3), p. 50 (act. 4), p. 52 (act. 1), p. 52 (act. 2), p. 53 (act. 4), p. 53 (act. 5), p. 54 (act. 1), p. 54 (act. 2), p. 55 (act. 4), p. 56 (act. 1), p. 56 (act. 3), p. 56 (act. 4), p. 56 (act. 5), p. 57 (act. 6), p. 61 (act. 1)

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

UNITÉ 6: p. 74 (act. 1), p. 74 (act. 2), p. 74 (act. 4), p. 76 (act. 1), p. 76 (act. 2), p. 76 (act. 4), p. 77 (act. 5), p. 77 (act. 6), p. 78 (act. 1), p. 78 (act. 2), p. 79 (act. 4), p. 80 (act. 1), p. 80 (act. 2), p. 81 (act. 3), p. 85 (act. 1)

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 1: p. 25 (act. 3)

UNITÉ 2: p. 37 (act. 3)

UNITÉ 3: p. 43 (act. 5), p. 48 (“Mission bricolo”), p. 49 (act. 2)

UNITÉ 4: p. 50 (act. 4), p. 52 (act. 3), p. 61 (act. 2)

UNITÉ 5: p. 73 (act. 4)

UNITÉ 6: p. 76 (act. 3), p. 78 (act. 3), p. 79 (act. 5), 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 1: p. 16 (act. 2), p. 18 (act. 1), p. 25 (act. 1)

UNITÉ 2: p. 30 (act. 1, 2), p. 31 (act. 4), p. 32 (act. 1, 3), p. 37 (act. 1, 2)

UNITÉ 3: p. 40 (act. 1, 3), p. 49 (act. 1)

UNITÉ 4: p. 52 (act. 1, 2), p. 53 (act. 5), p. 56 (act. 1, 2), p. 61 (act. 1)

UNITÉ 5: p. 62 (act. 1), p. 65 (act. 5)

UNITÉ 6: p. 74 (act. 1), p. 77 (act. 6), p. 85 (act. 1)

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 0: p. 12 (act. 2)

UNITÉ 1: p. 14 (act. 2), p. 19 (act. 5)

UNITÉ 2: p. 26 (act. 3), p. 32 (act. 4), p. 33 (act. 5), p. 37 (act. 1)

UNITÉ 3: p. 38 (act. 2), p. 45 (act. 5)

UNITÉ 5: p. 66 (act. 1), p. 67 (act. 4), p. 73 (act. 1)

UNITÉ 6: p. 85 (act. 1)

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 1: p. 25 (act. 3)

UNITÉ 2: p. 26 (act. 1), p. 26 (act. 2), p. 36 (act. "Mission bricolo")

UNITÉ 3: p. 42 (act. 2), p. 43 (act. 3)

UNITÉ 4: p. 52 (act. 3), p. 60 (act. "Mission bricolo"), p. 61 (act. 1, 2)

UNITÉ 5: p. 62 (act. 3), p. 72 (act. "Mission bricolo"), p. 73 (act. 3, 4)

UNITÉ 6: p. 76 (act. 3), p. 78 (act. 3), p. 79 (act. 5), 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 0: p. 10 (act. 1), p. 13 (act. 4)

UNITÉ 1: p. 18 (act. 2), p. 19 (act. 3), p. 21 (act. 4), p. 25 (act. 1)

UNITÉ 2: p. 30 (act. 1, 2)

UNITÉ 3: p. 40 (act. 1), p. 42 (act. 1), p. 43 (act. 4), p. 45 (act. 3)

UNITÉ 4: p. 61 (act. 1)

UNITÉ 6: p. 77 (act. 6)

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 2: p. 37 (act. 2)

UNITÉ 3: p. 41 (act. 4), p. 49 (act. 1)

UNITÉ 5: p. 62 (act. 1), p. 73 (act. 1, 2, 3, 4)

UNITÉ 6: p. 85 (act. 1, 2, 3)

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 0: p. 10 (“Joue”), p. 12 (act. 3, “Joue”)

UNITÉ 1: p. 17 (act. 4, “Joue”), p. 19 (“Joue”), p. 20 (act. “Joue”), p. 21 (act. 6), p. 25 (act. 3)

UNITÉ 2: p. 29 (act. 4, act. “Joue”), p. 30 (act. 3), p. 31 (act. “Joue”), p. 33 (act. 7), p. 36 (act. “Mission bricolo”)

UNITÉ 3: p. 40 (act. 2), p. 41 (act. “Joue”), p. 43 (act. 5, “Joue”), p. 45 (act. 4, “Joue”), p. 48 (act. “Mission bricolo”)

UNITÉ 4: p. 50 (act. 3, 4), p. 52 (act. 3), p. 53 (act. “Joue”), p. 54 (act. 3), p. 55 (act. “Joue”), p. 57 (act. 6, “Joue”), p. 60 (act. “Mission bricolo”), p. 61 (act. 2)

UNITÉ 5: p. 62 (act. 2), p. 64 (act. 4), p. 65 (act. “Joue”), p. 66 (act. 2), p. 67 (act. “Joue”), p. 69 (act. 3, “Joue”), p. 72 (act. “Mission bricolo”), p. 73 (act. 4)

UNITÉ 6: p. 76 (act. 3), p. 77 (act. “Joue”), p. 78 (act. 3), p. 79 (act. 5, “Joue”), p. 84 (act. “Mission bricolo”), p. 85 (act. 3)

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

UNITÉ 0: p. 10 (act. “Joue”), p. 12 (act. “Joue”)

UNITÉ 1: p. 17 (act. “Joue”), p. 19 (act. “Joue”), p. 20 (act. “Joue”), p. 24 (act. “Mission bricolo”), p. 25 (act. 3)

UNITÉ 2: p. 29 (act. “Joue”), p. 31 (act. “Joue”), p. 36 (act. “Mission bricolo”)

UNITÉ 3: p. 41 (act. 4, “Joue”), p. 43 (act. “Joue”), p. 45 (act. “Joue”), p. 48 (act. “Mission bricolo”)

UNITÉ 4: p. 50 (act. 4), p. 52 (act. 3), p. 53 (act. “Joue”), p. 55 (act. “Joue”), p. 57 (act. “Joue”), p. 60 (act. “Mission bricolo”), p. 61 (act. 2)

UNITÉ 5: p. 67 (act. 4), p. 72 (act. “Mission bricolo”), p. 73 (act. 4)

UNITÉ 6: p. 76 (act. 3), p. 84 (act. “Mission bricolo”), p. 85 (act. 3)