CAP SUR 3

LEVEL: INTERMEDIATE LOW TO INTERMEDIATE MID

2019 World Languages Standards for California Public Schools, Kindergarten Through Grade Twelve

LEARNING STANDARDS EVIDENCE
COMMUNICATION STANDARD 1: INTERPRETIVE COMMUNICATION

WL.CM1 To access information, students demonstrate understanding, interpret, and analyze what is heard, read, or viewed on a variety of topics, from authentic texts. They use technology, when appropriate.	p. 13 (act. 16), p. 16 (act. 2), p. 17 (act. 4), p. 18 (act. 1), p. 19 (act. 3), p. 21 (act. 2, Vidéo), p. 25 (act. 1), p. 28 (act. 1), p. 29 (act. 3a, 3b, 3c), p. 30 (act. 2), p. 31 (act. 4, Vidéo), p. 37 (act. 1), p. 40 (act. 1), p. 42 (act. 1), p. 43 (act. 3, 4a, 4b, 4c, 4d), p. 45 (act. Vidéo), p. 49 (act. 1), p. 52 (act. 1), p. 54 (act. 2), p. 55 (act. 3), p. 57 (act. 4, Vidéo), p. 61 (act. 1), p. 65 (act. 4, Vidéo), p. 66 (act. 2), p. 69 (act. 5), p. 72 (Mission bricolo), p. 73 (act. 1), p. 76 (act. 1, Vidéo), p. 77 (act. 3), p. 78 (act. 1), p. 80 (act. 2), p. 85 (act. 1).

COMMUNICATION STANDARD 2: INTERPERSONAL COMMUNICATION

WL.CM2 To collaborate, share information, reactions, feelings, and opinions, students interact and negotiate meaning in a variety of real-world settings and for multiple purposes, in spoken, signed, or written conversations. They use technology, when appropriate.	p. 10 (act. 1, Joue), p. 11 (act. 2, 3b, 3a), p. 12 (act. 4, 5), p. 13 (act. 6, 7), p. 14 (act. 1, 2, 3, 4), p. 16 (act. 1, 2, 3), p. 17 (act. 4), p. 18 (act. 1, 2), p. 19 (act. 3, 4, 5, Joue), p. 20 (act. 1), p. 21 (act. 2, Joue), p. 23 (act. 1, 2), p. 24 (act. Mission bricolo), p. 25 (act. 1, 2), p. 26 (act. 1, 2, 3), p. 28 (act. 1, 2), p. 29 (act. Joue, 4), p. 30 (act. 1, 2, 3), p. 31 (act. 4a, Joue), p. 32 (act. 1, 2), p. 33 (act. Joue, 3a, 3b, 5), p. 35 (act. 1, 2), p. 36 (act. Mission bricolo), p. 37 (act. 1, 2), p. 38 (act. 1, 2, 3), p. 40 (act. 1a, 1b), p. 41 (act. 2a, 2b, Joue, 3), p. 42 (act. 1a, 1b, 2), p. 43 (act. 4a, 3), p. 44 (act. 1, 2), p. 45 (act. 4, Joue, 5), p. 47 (act. 1, 2), p. 48 (act. Mission bricolo), p. 49 (act. 1, 2), p. 50 (act. 1, 2, 3), p. 52 (act. 1, 2, 3), p. 53 (act. 4a, 4b, Joue), p. 54 (act. 1, 2), p. 55 (act. 3a, 3b, 3c, 3d, 4, Joue), p. 56 (act. 1, 2, Joue), p. 57 (act. 3, 4a, 4b), p. 59 (act. 1, 2), p. 60 (act. Mission bricolo), p. 61 (act. 1b), p. 61 (act. 1a, 2), p. 62 (act. 1, 2, 3, 4), p. 64 (act. 1, 3), p. 65 (act. 4, Joue), p. 66 (act. 1, 2, Joue), p. 67 (act. 3, 5), p. 68 (act. 1, 2, 3), p. 69 (act. Joue, 4, 5, 6), p. 71 (act. 1, 2), p. 72 (Mission bricolo), p. 73 (act. 1, 2), p. 74 (act. 1, 2, 3, 4), p. 76 (act. 1, 2), p. 77 (act. 3a, 3b, 3c, 4a, 4b), p. 78 (act. 1), p. 79 (act. Joue, 2, 3), p. 80 (act. 1, 2, 3), p. 81 (act. 4, 6, Joue), p. 83 (act. 1, 2), p. 84 (act. Mission bricolo), p. 85 (act. 1, 2).

COMMUNICATION STANDARD 3: PRESENTATIONAL COMMUNICATION

WL.CM3	p. 17 (act. Joue), p. 21 (act. 3), p. 24 (act. Mission bricolo), p. 25 (act. 3, 4), p. 29 (act. 3d), p. 31 (act. 4b), p. 33 (act. 4), p. 36 (act. Mission bricolo), p. 37 (act. 3), p. 44 (act. 3), p. 48 (act. Mission bricolo), p. 49 (act. 3), p. 53 (act. 5), p. 60 (act. Mission bricolo), p. 61 (act. 3), p. 67 (act. 4), p. 73 (act. 3), p. 81 (act. 5), p. 84 (act. Mission bricolo), p. 85 (act. 3).
To present and publish, students present information, concepts, and ideas on a variety of topics and for multiple purposes, in culturally appropriate ways. They adapt to various audiences of listeners, readers, or viewers, using the most suitable media and technologies.	

COMMUNICATION STANDARD 4: SETTINGS FOR COMMUNICATION

WL.CM4	p. 13 (act. 6), p. 17 (act. Joue), p. 19 (act. 3, 4), p. 21 (act. Vidéo), p. 24 (act. Mission bricolo), p. 25 (act. 1, 2, 3, 4), p. 31 (act. 4a, Vidéo), p. 45 (act. Vidéo), p. 48 (act. Mission bricolo), p. 49 (act. 3), p. 57 (act. Vidéo), p. 60 (act. Mission bricolo), p. 65 (act. Vidéo), p. 72 (Mission bricolo), p. 76 (act. Vidéo), p. 84 (act. Mission bricolo).
Students use language in: highly predictable, daily settings (N); transactional and some informal settings (I); most informal settings (A); or informal, formal, and professional settings, and unfamiliar and problem situations (S) in their communities and in the globalized world. Students recognize (N), participate in (I), initiate (A), or sustain (S) language-use opportunities outside classrooms and set goals, reflect on progress, and use language for enjoyment, enrichment, and advancement.	

COMMUNICATION STANDARDS 5 AND 6: STRUCTURES IN SERVICE OF COMMUNICATION

WL.CM5, 6	p. 10 (act. Joue), p. 13 (act. 6), p. 16 (act. 1, 2, 3), p. 17 (act. Joue), p. 19 (act. Joue), p. 21 (act. 3), p. 23 (act. 2), p. 24 (act. Mission bricolo), p. 28 (act. 1, 2), p. 29 (act. Joue, 3d, 4), p. 31 (act. 4a, 4b, Joue), p. 40 (act. 1b), p. 41 (act. Joue, 3), p. 44 (act. 1, 2, 3), p. 45 (act. 4, Joue), p. 48 (Mission bricolo), p. 53 (act. Joue), p. 54 (act. 2), p. 55 (act. 3a, 3b, 3c, 3d, Joue), p. 57 (act. 3a), p. 60 (act. Mission bricolo), p. 64 (act. 2, 3), p. 65 (act. 4, Joue), p. 66 (act. 1, 2, Joue), p. 67 (act. 3, 4, 5), p. 68 (act. 2, 3), p. 69 (act. Joue), p. 72 (act. Mission bricolo), p. 76 (act. 1, 2), p. 77 (act. 4b), p. 78 (act. 1), p. 79 (act. Joue, 2, 3), p. 80 (act. 1, 2, 3), p. 81 (act. 4, 5, Joue), p. 84 (act. Mission bricolo), p. 85 (act. 3).
Students use structures to communicate: sounds, parameters (ASL) writing systems (N); basic word and sentence formation (I); structures for major time frames, text structures for paragraph-level discourse (A); or all structures, and text structures for extended discourse (S). They use language text types to communicate: learned words, signs, fingerspelling (ASL) and phrases (N); sentences and strings of sentences (I); paragraphs and strings of paragraphs (A); or coherent, cohesive multiparagraph texts (S).	

COMMUNICATION STANDARD 7: LANGUAGE COMPARISONS IN SERVICE OF COMMUNICATION

WL.CM7	p. 16 (act. 3), p. 23 (act. 2), p. 35 (act. 1, 2), p. 47 (act. 1, 2), p. 59 (act. 1, 2), p. 71 (act. 1, 2), p. 83 (act. 1, 2).
To interact with communicative competence, students use the target language to investigate, explain, and reflect on the nature of language through comparisons of similarities and differences in the target language and the language(s) they know.	

THE CULTURE STANDARDS

CULTURES STANDARD 1: CULTURALLY APPROPRIATE INTERACTION

WL.CL1 Students interact with cultural competence and understanding.	p. 18 (act. 2), p. 37 (act. 1), p. 38 (act. 3), p. 52 (act. 3), p. 64 (act. 2), p. 65 (act. 3), p. 81 (act. 4).

CULTURES STANDARD 2: CULTURAL PRODUCTS, PRACTICES, AND PERSPECTIVES

WL.CL2 To interact with cultural competence, students demonstrate understanding and use the target language to investigate, explain, and reflect on the relationships among the products cultures produce, the practices cultures manifest, and the perspectives that underlie them.	p. 21 (act. Vidéo), p. 25 (act. 1), p. 30 (act. 3a, 3b, 3c), p. 31 (act. Vidéo), p. 37 (act. 1), p. 43 (act. 4a, 4b, 4c, 4d), p. 45 (act. Vidéo), p. 49 (act. 1, 2), p. 57 (act. Vidéo), p. 61 (act. 1a, 1b), p. 65 (act. Vidéo), p. 76 (act. Vidéo).

CULTURES STANDARD 3: CULTURAL COMPARISONS

WL.CL3 To interact with cultural competence, students use the target language to investigate, explain, and reflect on the nature of culture through comparisons of similarities and differences in the target cultures and the culture(s) they know.	p. 25 (act. 2, 3, 4), p. 37 (act. 2, 3), p. 44 (act. 3), p. 49 (act. 3), p. 61 (act. 2, 3).

CULTURES STANDARD 4: INTERCULTURAL INFLUENCES

WL.CL4 To interact with intercultural competence, students demonstrate understanding and use the target language to investigate how cultures influence each other over time.	p. 45 (act. « Tok-Tok : comment colorer le monde ? »), p. 38 (act. 1), p. 47 (act. 1, 2), p. 76 (act. « Lila »).

THE CONNECTIONS STANDARDS

CONNECTION STANDARD 1: CONNECTIONS TO OTHER DISCIPLINES

WL.CN1 To function in real-world situations, academic, and career-related settings, students build, reinforce, and expand their knowledge of other disciplines using the target language to develop critical thinking and solve problems.	p. 14 (act. 2, 4), p. 20 (act. 1a, 1b, 1c, 1d), p. 38 (act. 3), p. 56 (act. 2, Joue), p. 57 (act. 4a, 4b, Vidéo), p. 61 (act. 1a, 1b, 2, 3), p. 62 (act. 4), p. 68 (act. 2), p. 79 (act. 2, 3).

CONNECTION STANDARD 2: DIVERSE PERSPECTIVES AND DISTINCTIVE VIEWPOINTS

WL.CN2 To function in real-world situations in academic and career-related settings, students access and evaluate information and diverse perspectives that are readily or only available through the language and its cultures.	p. 21 (act. Vidéo), p. 25 (act. 1), p. 31 (act. Vidéo), p. 37 (act. 1, 2), p. 43 (act. 4a, 4b, 4c, 4d), p. 45 (act. Vidéo), p. 49 (act. 1, 2, 3), p. 57 (act. Vidéo), p. 61 (act. 1, 2), p. 65 (act. Vidéo), p. 72 (Mission bricolo), p. 73 (act. 1, 2), p. 76 (act. Vidéo), p. 85 (act. 1, 2).