

# Instructional Material Program: CAP SUR 1

Utah World Languages Core Standards for Proficiency Grades 1-12 (2014)

**LEVEL:** NOVICE LOW TO NOVICE HIGH

LANGUAGES COMPETENCIES	EVIDENCE
<p><b>Interpretive Listening (IL) and Reading (IR)</b></p> <p>I can interpret information, concepts, and ideas from a variety of culturally authentic sources on a variety of topics.</p>	<p>p. 11 (act. 9), p. 14 (act. 4), p. 17 (act. 5, 7), p. 20 (act. Vidéo), p. 21 (act. 6), p. 23 (act. 1, 2), p. 25 (act. 1), p. 29 (act. 5), p. 31 (act. Vidéo), p. 32 (act. 3), p. 34 (act. 1, 2), p. 37 (act. 1), p. 42 (act. 1), p. 44 (act. Vidéo), p. 47 (act. 1), p. 49 (act. 1), p. 50 (act. 3), p. 55 (act. Vidéo), p. 58 (act. 1, 2), p. 61 (act. 1), p. 65 (act. Vidéo), p. 68 (act. 1, 2, 4), p. 73 (act. 1), p. 74 (act. 1, 2, 3, 4), p. 81 (act. Vidéo), p. 83 (act. 1, 2, 3), p. 85 (act. 1).</p>
<p><b>Interpersonal Communication (IC)</b></p> <p>I can exchange information, concepts, and ideas with a variety of speakers or readers on a variety of topics in a culturally appropriate context.</p>	<p>p. 10 (act. 1, 2, 3, 4, 5), p. 11 (act. 6, 7, 8, 10), p. 12 (act. 11, Joue), pp. 14-15 (act. 1, 2, 3), p. 16 (act. 1, 2, 3, 4), p. 17 (act. Joue, 5, 6, 7), p. 18 (act. 1, 2, 3), p. 19 (act. 4, 5, Joue), p. 20 (act. 1, 2, 3, 4), p. 21 (act. 5, 7, 8, Joue), p. 23 (act. 1, 2), p. 24 (act. Mission bricolo), p. 25 (act. 1, 2), pp. 26-27 (act. 1, 2, 3, 4), p. 28 (act. 1, 2, 3, 4), p. 29 (act. Joue, 5), p. 30 (act. 1, 3), p. 31 (act. 4, 5, 6, Joue), p. 32 (act. 1, 2, 3), p. 33 (act. 4, 5, 6, 7), p. 34 (act. 1, 2), p. 36 (act. Mission bricolo), p. 37 (act. 1, 2), pp. 38-39 (act. 1, 2, 3, 4, 5), p. 40 (act. 1, 2, 3), p. 41 (act. 4, 5, Joue), p. 42 (act. 2), p. 43 (act. 3, 4, Joue), p. 44 (act. 1, 2, 3), p. 45 (act. 4, 5, Joue), p. 49 (act. 2), pp. 50-51 (act. 1, 2), p. 52 (act. 1), p. 53 (act. 2, 3, 4, Joue), p. 54 (act. 1, 2), p. 55 (act. 3, Joue), p. 56 (act. 1, 2, Joue), p. 57 (act. 3, 4), p. 58 (act. 1, 2), p. 60 (act. Mission bricolo), p. 61 (act. 2), pp. 62-63 (act. 2, 3, 4), p. 64 (act. 1, 2), p. 65 (act. Joue), p. 66 (act. 2), p. 67 (act. 3, 4), p. 68 (act. 1, 2, 3), p. 69 (act. 5, 6, Joue), pp. 70-71 Cap sur la langue, p. 72 Mission bricolo, p. 73 (act. 2), pp. 74-75 (act. 1, 2, 3), p. 76 (act. 1, 2, 3, 4), p. 77 (act. 5, 6, Joue), p. 78 (act. 1), p. 79 (act. 2, 3, Joue, 4), p. 80 (act. 1, 2, 3), p. 81 (act. Joue), p. 83 (act. 1, 2, 3), p. 84 (act. Mission bricolo), p. 85 (act. 2).</p>

<p><b>Presentational Speaking (PS) and Writing (PW)</b></p> <p>I can present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a culturally appropriate context.</p>	<p>p. 13 (act. Mission bricolo), p. 21 (act. 8), p. 25 (act. 2, 3, 4), p. 30 (act. 2), p. 31 (act. 6, Joue), p. 33 (act. 6b), p. 37 (act. 2, 3, 4), p. 41 (act. Joue), p. 43 (act. 4), p. 45 (act. 4, 5), p. 48 (act. Mission bricolo), p. 49 (act. 2, 3, 4), p. 55 (act. Joue), p. 56 (act. Joue), p. 61 (act. 2, 3, 4), p. 62 (act. 1), p. 65 (act. 3), p. 66 (act. 1), p. 67 (act. Joue), p. 68 (act. 3), p. 72 (act. Mission bricolo), p. 73 (act. 2, 3, 4), p. 76 (act. 3, 4), p. 77 (act. 6), p. 79 (act. 4), p. 81 (act. 4), p. 84 (act. Mission bricolo), p. 85 (act. 2, 3, 4).</p>
INTERCULTURAL COMPETENCIES	EVIDENCE
<p><b>Investigation of Cultural Products and Practices (CPP)</b></p> <p>I can use my language skills to investigate the world beyond my immediate environment.</p>	<p>p. 25 (act. 1, 2, 3, 4), p. 31 (act. Vidéo), p. 37 (act. 1, 2, 3, 4), p. 49 (act. 1, 2, 3, 4), p. 61 (act. 1, 2, 3, 4), p. 67 (act. Joue), p. 73 (act. 1, 2, 3, 4), p. 85 (act. 1, 2, 3, 4).</p>
<p><b>Understanding of Cultural Perspectives (CP)</b></p> <p>I can use my language skills to recognize and understand others' ways of thinking as well as my own.</p>	<p>p. 31 (act. Vidéo), p. 37 (act. 1, 2, 3, 4), p. 49 (act. 1, 2, 3, 4), p. 61 (act. 1, 2, 3, 4), p. 73 (act. 1, 2, 3, 4), p. 85 (act. 1, 2, 3, 4).</p>
<p><b>Participation in Cultural Interaction (CIA)</b></p> <p>I can use my language skills and cultural understanding to interact in a cultural context other than my own.</p>	<p>p. 22-23 (act. "Se présenter", "À qui est le/la pigeon/e?", "Des lettres et des sons"), p. 37 (act. 1, 2, 3, 4), p. 44 (act. 1), p. 49 (act. 1, 2, 3, 4), p. , p. 61 (act. 1, 2, 3, 4), p. 73 (act. 1, 2, 3, 4), p. 85 (act. 1, 2, 3, 4).</p>