

Instructional Material Program: CAP SUR 1

Washington State K-12 World Languages Learning Standards

LEVEL: NOVICE LOW TO NOVICE HIGH

1.0 COMMUNICATION

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

1.1 Interpersonal

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

p. 10 (act. 1, 3, 4, 5), p. 11 (act. 8, 10), p. 12 (act. 11, Joue), p. 13 (act. Mission bricolo), p. 16 (act. 2, 3, 4), p. 17 (act. Joue, 6, 7), p. 18 (act. 2, 3), p. 19 (act. 4, Joue), p. 20 (act. 2, 4), p. 21 (act. 5, 6, 8, Joue), p. 23 (act. 1, 2), p. 24 (act. Mission bricolo), p. 25 Mission découverte (act. 1, 2), p. 28 (act. 1, 4), p. 29 (act. Joue, 5), p. 30 (act. 2), p. 31 (act. 5, 6, Joue), p. 32 (act. 2, 3), p. 33 (act. 5, 6a, 7), p. 34 (act. 1), p. 36 (act. Mission bricolo), p. 37 (act. 2, 4), p. 38 (act. 1, 2, 4, 5), p. 40 (act. 3), p. 41 (act. 4, Joue), p. 43 (act. 4, Joue), p. 44 (act. 3), p. 45 (act. 4, Joue), p. 49 (act. 1, 2), p. 50 (act. 1, 2, 3), p. 52 (act. 1), p. 53 (act. Joue, 3, 4), p. 55 (act. 3, Joue), p. 56 (act. Joue), p. 57 (act. 3, 4), p. 58 (act. 1, 2), p. 60 (act. Mission bricolo), p. 61 (act. 2), p. 62 (act. 1, 2, 3, 4), p. 64 (act. 2), p. 65 (act. Joue), p. 66 (act. 1, 2), p. 68 (act. 2, 3, 4), p. 69 (act. 5, 6, Joue), p. 71 (act. 1, 2), p. 72 (act. Mission bricolo), p. 73 (act. 2), p. 74 (act. 1, 2, 3, 4), p. 76 (act. 1, 2, 4), p. 77 (act. 5, 6, Joue), p. 79 (act. 2, Joue, 4), p. 80 (act. 2, 3), p. 81 (act. Joue), p. 83 (act. 1, 2, 3), p. 84 (act. Mission bricolo), p. 85 (act. 2)

1.2 Interpretive Communication:

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

p. 10 (act. 2, 4), p. 11 (act. 6, 7, Vidéo, 9), p. 12 (act. 11), p. 14 (act. 1, 2, 3, 4), p. 16 (act. 1), p. 17 (act. 5), p. 18 (act. 1, 2, 3), p. 19 (act. 5, Joue), p. 20 (act. 1, 3, Vidéo), p. 21 (act. 7, Joue), p. 26 (act. 1, 2, 3, 4), p. 28 (act. 1, 2, 3), p. 30 (act. 1, 3), p. 31 (act. 4, 6, Vidéo), p. 32 (act. 1), p. 33 (act. 4), p. 34 (act. 1, 2), p. 37 (act. 1), p. 38 (act. 3), p. 40 (act. 1, 2), p. 41 (act. 4, 5), p. 42 (act. 1, 2), p. 43 (act. 3), p. 44 (act. 1, 2, Vidéo), p. 47 (act. 1), p. 49 (act. 1), p. 53 (act. 2), p. 54 (act. 1, 2), p. 55 (act. Vidéo), p. 56 (act. 1, 2), p. 61 (act. 1), p. 64 (act. 1), p. 65 (act. Vidéo), p. 67 (act. 3, 4), p. 68 (act. 1), p. 73 (act. 1, 4), p. 74 (act. 2, 4), p. 76 (act. 3), p. 78 (act. 1), p. 79 (act. 3), p. 80 (act. 1), p. 81 (act. 1, Vidéo), p. 85 (act. 1, 3)

<p>1.3 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.</p>	<p>p. 19 (act. 4), p. 25 (act. 3, 4), p. 33 (act. 6b), p. 37 (act. 2, 3, 4), p. 40 (act. 3), p. 48 (act. Mission bricolo), p. 49 (act. 3, 4), p. 61 (act. 2, 3, 4), p. 65 (act. 3), p. 67 (act. Joue), p. 73 (act. 3, 4), p. 81 (act. 4), p. 85 (act. 3, 4)</p>
<p>2.0 CULTURES Interact with cultural competence and understanding</p>	
<p>2.1 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.</p>	<p>p. 31 (act. Vidéo), p. 61 (act. Mission découverte), p. 68 (act. 4), p. 73 (act. 1)</p>
<p>2.2 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.</p>	<p>p. 14 (act. 3, 4), p. 20 (act. Vidéo), p. 25 (act. 1), p. 33 (act. 7), p. 50 (act. 3), p. 65 (act. Vidéo), p. 74 (act. 1, 4), p. 81 (act. Vidéo)</p>
<p>3.0 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</p>	
<p>3.1 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.</p>	<p>p. 14 (act. 4), p. 17 (act. 7), p. 26 (act. 3, 4), p. 32 (act. 1, 2, 3), p. 33 (act. 7), p. 36 (act. Mission bricolo), p. 38 (act. 4), p. 45 (act. Joue), p. 48 (act. Mission bricolo), p. 50 (act. 3), p. 73 (act. 1), p. 74 (act. 4)</p>
<p>3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p>	<p>p. 11 (act. Vidéo), p. 20 (act. Vidéo), p. 31 (act. Vidéo), p. 44 (act. Vidéo), p. 55 (act. Vidéo), p. 65 (act. Vidéo), p. 81 (act. Vidéo)</p>

4.0 COMPARISONS

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

4.1 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.

p. 10 (act. 1, 2, 3, 5), p. 11 (act. 7, 8, 10), p. 12 (act. 11), p. 16 (act. 2), p. 19 (act. 5), p. 20 (act. 1), p. 21 (act. 5), pp. 22-23 (act. Cap sur la langue), p. 23 (act. 1, 2, Carte mémo), p. 28 (act. 1), p. 30 (act. 1), p. 34 (act. 1, 2), pp. 34-35 (act. Cap sur la langue), p. 42 (act. 1), p. 44 (act. 1), p. 46 (act. Cap sur la langue), p. 47 (act. 1, Carte mémo), pp. 58-59 (act. Cap sur la langue, 1, Carte mémo), p. 68 (act. 2, 3), p. 70 (act. Cap sur la langue), p. 71 (act. 1, 2, Carte mémo), p. 79 (act. 3), p. 82 (act. Cap sur la langue), p. 83 (act. 1, 2, 3, Carte mémo)

4.2 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.

p. 25 (act. 2, 3), p. 31 (act. Vidéo), p. 73 (act. 2, 3, 4)

5.0 COMMUNITIES

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

5.1 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.

p. 13 (act. Mission bricolo), p. 24 (act. Mission bricolo), p. 25 (act. 3, 4), p. 30 (act. 3), p. 33 (act. 6a, 6b), p. 36 (act. Mission bricolo), p. 37 (act. Mission découverte), p. 48 (act. Mission bricolo), p. 49 (act. 3, 4), p. 60 (act. Mission bricolo), p. 61 (act. 3, 4), p. 68 (act. 3), p. 72 (act. Mission bricolo), p. 73 (act. 3, 4), p. 84 (act. Mission bricolo), p. 85 (act. 3, 4)

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

p. 10 (act. 4), p. 11 (act. 8, 10), p. 16 (act. 3), p. 17 (act. Joue), p. 19 (act. 4, Joue), p. 20 (act. 2), p. 21 (act. Joue), p. 25 (act. 1, 2, 3, 4), p. 29 (act. 5), p. 30 (act. 3), p. 31 (act. 1), p. 32 (act. 3), p. 33 (act. 6a, 6b), p. 36 (act. Mission bricolo), p. 37 (act. 2, 3, 4), p. 40 (act. 3), p. 41 (act. Joue), p. 43 (act. 4, Joue), p. 45 (act. 4, Joue), p. 48 (act. Mission bricolo), p. 49 (act. 2, 3, 4), p. 55 (act. Joue), p. 60 (act. Mission bricolo), p. 61 (act. 2, 3, 4), p. 65 (act. 3, Joue), p. 67 (act. 3, Joue), p. 72 (act. Mission bricolo), p. 73 (act. 2, 3, 4), p. 85 (act. 2, 3, 4)