

# Instructional Material Program: CAP SUR 3

Wisconsin Standards for World Languages (2019)

**LEVEL:** INTERMEDIATE LOW TO INTERMEDIATE MID

GOAL AREA: COMMUNICATION	
<b>Standards 1:</b> <b>Interpretive Communication</b> Students use the target language and cultural knowledge to interpret, analyze, and demonstrate understanding of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.	p. 11 (act. 3a), p. 13 (act. 6), p. 14 (act. 1, 2, 4), p. 16 (act. 1, 2, 3), p. 17 (act. 4), p. 18 (act. 1, 2), p. 19 (act. 3, 5), p. 20 (act. 1), p. 21 (act. 2, Vidéo), p. 25 (act. 1), p. 26 (act. 1, 2, 3), p. 28 (act. 1, 2), p. 29 (act. 3), p. 30 (act. 2), p. 31 (act. 4a, Vidéo), p. 32 (act. 2), p. 33 (act. 3a, 3b, 5), p. 38 (act. 1, 2, 3), p. 40 (act. 1a, 1b), p. 41 (act. 2a, 2b), p. 42 (act. 1a, 1b, 2), p. 43 (act. 3, 4), p. 44 (act. 1, 2), p. 45 (act. 4, 5, Vidéo), p. 49 (act. 1), p. 50 (act. 1, 2, 3), p. 52 (act. 1, 2), p. 53 (act. 4a, 4b), p. 54 (act. 1, 2), p. 55 (act. 3, 4), p. 56 (act. 2), p. 57 (act. 4a, 4b, Vidéo), p. 61 (act. 1a, 1b, 2), p. 62 (act. 1, 2, 4), p. 64 (act. 1, 2), p. 65 (act. 4, Vidéo), p. 66 (act. 1, 2), p. 67 (act. 3), p. 68 (act. 1, 2), p. 69 (act. 4, 5), p. 73 (act. 1, 2), p. 74 (act. 1, 2, 3, 4), p. 76 (act. 1, 2, Vidéo), p. 77 (act. 3, 4a), p. 78 (act. 1), p. 79 (act. 2, 3), p. 80 (act. 1, 2), p. 81 (act. 4, 6), p. 85 (act. 1).
<b>Standard 2:</b> <b>Interpersonal Communication</b> Students use the target language and cultural knowledge to negotiate meaning through the exchange of information, ideas, reactions, feelings, and opinions in spoken, written, or signed interactions relevant to their lives and broader communities.	p. 10 (act. 1, Joue), p. 11 (act. 2, 3a, 3b), p. 12 (act. 4, 5), p. 13 (act. 6, 7), p. 14 (act. 3), p. 16 (act. 1, 2, 3), p. 17 (act. 4, Joue), p. 19 (act. 3, 4, 5, Joue), p. 21 (act. 2, 3, Joue), p. 23 (act. 1, 2), p. 24 (act. Mission Bricolo), p. 25 (act. 1, 2, 3, 4), 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, 4b, Joue), p. 32 (act. 1, 2), p. 33 (act. 3a, 3b, Joue, 4, 5), p. 35 (act. 1, 2), p. 36 (act. Mission Bricolo), p. 41 (act. 2a, 2b, Joue, 3), p. 42 (act. 2), p. 43 (act. 3, 5), p. 44 (act. 1, 2, 3), p. 45 (act. 4, Joue, 5), p. 47 (act. 1, 2), p. 49 (act. 1, 2, 3), p. 50 (act. 3), p. 52 (act. 2, 3), p. 53 (act. 4a, 4b, Joue), p. 54 (act. 1), p. 55 (act. 3, 4, Joue), p. 56 (act. 1, Joue), p. 57 (act. 3, 4a, 4b), p. 59 (act. 1, 2), p. 61 (act. 1a, 1b, 2, 3), p. 62 (act. 1, 2, 3, 4), p. 64 (act. 1, 2, 3), p. 65 (act. Joue), p. 66 (act. 1, 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 (act. Mission Bricolo), p. 73 (act. 1, 2, 3), p. 74 (act. 1, 2, 3, 4), p. 77 (act. 3, 4a, 4b), p. 79 (act. Joue, 2, 3), p. 80 (act. 1, 3), p. 81 (act. 4, 5, 6, Joue), p. 83 (act. 1, 2), p. 85 (act. 1, 2).

<p><b>Standard 3:</b> <b>Presentational Communication</b> Students use the target language and cultural knowledge to present information, concepts, and ideas on topics of relevance to their lives and broader communities to inform, explain, persuade, and narrate for diverse audiences within and beyond the learning environment.</p>	<p>p. 21 (act. 3), p. 24 (act. Mission Bricolo), p. 25 (act. 3), p. 31 (act. 4), p. 33 (act. 4), p. 36 (act. Mission Bricolo), p. 37 (act. 3), p. 43 (act. 5), p. 44 (act. 3), p. 48 (act. Mission Bricolo), p. 49 (act. 3), p. 52 (act. 3), p. 53 (act. 5), p. 60 (act. Mission Bricolo), p. 61 (act. 3), p. 67 (act. 4), p. 72 (Mission Bricolo), p. 73 (act. 3), p. 74 (act. 4), p. 81 (act. 5), p. 84 (act. Mission Bricolo), p. 85 (act. 3).</p>
<p><b>GOAL AREA: CULTURAL AND GLOBAL COMPETENCE</b></p>	
<p><b>Standard 4:</b> <b>Intercultural communication</b> Students use the target language and cultural knowledge to investigate, compare, explain, interact, and reflect on the relationships between the products, practices, and perspectives of diverse and dynamic cultures within their local and global communities.</p>	<p>p. 11 (act. 2, 3a), p. 12 (act. 4, 5), p. 13 (act. 6), p. 16 (act. 1, 3), p. 18 (act. 1, 2), p. 19 (act. 3), p. 21 (act. Vidéo), p. 25 (act. 1), p. 26 (act. 3), p. 28 (act. 1), p. 29 (act. 3), p. 30 (act. 1, 2), p. 31 (act. Vidéo), p. 37 (act. 1), p. 38 (act. 2, 3), p. 40 (act. 1a, 1b), p. 41 (act. 2), p. 42 (act. 1, 2), p. 43 (act. 4, 5), p. 45 (act. Vidéo), p. 49 (act. 1, 2), p. 50 (act. 3), p. 52 (act. 1, 2, 3), p. 54 (act. 2), p. 56 (act. 2), p. 57 (act. 4a, 4b, Vidéo), p. 61 (act. 1a, 1b), p. 65 (act. Vidéo), p. 66 (act. 2), p. 73 (act. 1), p. 76 (act. Vidéo), p. 77 (act. 4b), p. 78 (act. 1), p. 81 (act. 4), p. 85 (act. 1).</p>

<b>Standard 5: Global Competence and Community Engagement</b> Students use the target language and cultural knowledge to investigate the world, recognize diverse perspectives, interact and exchange ideas with people from diverse backgrounds, and engage with others to improve conditions within their local and global communities.	p. 10 (Joue), p. 17 (Joue), p. 19 (4, Joue), p. 21 (act. 3, Joue), p. 24 (Mission Bricolo), p. 25 (act. 3), p. 29 (Joue), p. 31 (act. 4, Joue), p. 33 (act. 4, Joue), p. 36 (act. Mission Bricolo), p. 37 (act. 3), p. 41 (act. 3, Joue), p. 42 (act. 2), p. 43 (act. 5), p. 44 (act. 3), p. 45 (Joue), p. 48 (Mission Bricolo), p. 49 (act. 3), p. 52 (act. 3), p. 53 (act. 5, Joue), p. 55 (Joue), p. 56 (Joue), p. 60 (Mission Bricolo), p. 61 (act. 3), p. 65 (Joue), p. 66 (Joue), p. 67 (act. 4, 5), p. 69 (Joue), p. 72 (Mission Bricolo), p. 73 (act. 3), p. 79 (Joue), p. 80 (act. 3), p. 81 (act. 5, Joue), p. 84 (Mission Bricolo), p. 85 (act. 3).
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