

Instructional Material Program: REPORTEROS 3

Wisconsin Standards for World Languages (2019)

LEVEL: INTERMEDIATE LOW TO INTERMEDIATE MID

GOAL AREA: COMMUNICATION

Standards 1: Interpretive Communication

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. 2 (act. 1b), p. 4 (act. 2b), p. 6 (act. 3a, 3b, 3c), p. 8 (act. 5b, 5c, 5d), p. 9 (act. 7a, 7b), p. 10 (act. 8b, 8c, 8d), p. 11 (act. 10a, 10b), p. 12 (act. 11a, 11b, 11c), p. 13 (Somos Reporteros, act. 13, 14), p. 14 (act. 1), p. 16 (act. 16, 17, 18a), p. 18 (act. 20, 21, 22), p. 28 (act. 12, 13, 14), p. 31 (act. 18), p. 39 (act. 1a-c), p. 41 (act. 2a, 2b, 2f), p. 42 (act. 4a-c), p. 43 (act. 6a-c), p. 44 (act. 8a), p. 45 (act. 8b), p. 47 (act. 10a-d), p. 48 (Somos Reporteros, act. 12, 13), p. 53 (act. 19), p. 60 (Preparo la evaluación, act. 1a-d), p. 65 (act. 1b), p. 67 (act. 2a, 2b), p. 68 (act. 3a, 3b), p. 69 (act. 4a, 4b), p. 71 (act. 6b, 7a), p. 73 (act. 9a, 9b), p. 75 (act. 11b-d), p. 76 (Somos reporteros, act. 13, 14), p. 79 (act. 18), p. 81 (act. 21), p. 87 (act. 1a-d), p. 88 (act. 2a, 2b, 2c), p. 89 (act. 2d, 3a), p. 90 (act. 4a, 4b), p. 91 (act. 4d, 5a), p. 92 (act. 7a, 7b), p. 93 (act. 8a, 8b, 8c), p. 95 (act. 10a, 10b), p. 96 (Somos reporteros, act. 11, 12, 13), p. 101 (act. 21), p. 108 (Preparo la evaluación, act. 1), p. 113 (act. 1b), p. 115 (act. 2a, 2c), p. 117 (act. 3b, 3c), p. 118 (act. 5a-c), p. 119 (act. 6a, 6b), p. 121 (act. 8a, 8b, 8c, 9a, 9b, 9c), p. 123 (act. 10a, 10b, 10c, 10d), p. 124 (Somos reporteros, act. 13, 14), p. 135 (act. 1a, 1c), p. 137 (act. 2a, 2c, 3a), p. 138 (act. 4b), p. 139 (act. 5a), p. 141 (act. 7b, 7c, 7d, 8a), p. 142 (act. 9b, 9c), p. 143 (act. 10a), p. 144 (Somos reporteros, act. 11, 12), p. 148 (act. 15), p. 156 (Preparo la evaluación, act. 1), p. 161 (act. 1b), p. 163 (act. 2a, 2b), p. 164 (act. 3a), p. 165 (act. 5a, 5b, 5c, 5d, 5e), p. 166 (act. 6a), p. 167 (act. 6b, 6c, 6d, 6e), p. 169 (act. 9a, 9b, 9c, 9d, 9e), p. 170 (act. 11a, 11c, 11d), p. 171 (act. 13a-c), p. 172 (Somos reporteros, act. 15, 16), p. 175 (act. 21), p. 183 (act. 1a, 1b, 1c), p. 185 (act. 2b, 2c, 3a), p. 186 (act. 4a, 4b, 4c), p. 187 (act. 4e), p. 189 (act. 6a, 6b, 6c, 6d, 6e), p. 191 (act. 8a, 8b, 8c, 8d, 8e, 9a, 9b), p. 192 (Somos reporteros, act. 10, 11), p. 204 (Preparo la evaluación, act. 1), p. 209 (act. 1b), p. 211 (act. 2a, 2c), p. 213 (act. 4a, 4b), p. 215 (act. 5b, 5c, 5d), p. 216 (act. 7a), p. 217 (act. 8a, 8b), p. 219 (act. 9a, 9b, 9c, 9d), p. 220 (Somos reporteros, act. 11, 12), p. 231 (act. 1a, 1c), p. 232 (act. 2a, 2b), p. 233 (act. 3a, 3b, 3c), p. 235 (act. 4b-d), p. 236 (act. 2a, 2c), p. 237 (act. 7b, 7c), p. 238

	<p>(act. 9a, 9b), p. 239 (act. 9c), p. 240 (Somos reporteros, act. 11, 12), p. 243 (act. 16), p. 245 (act. 20), p. 252 (Preparo la evaluación, act. 1), p. 257 (act. 1b), p. 259 (act. 2a, 2b), p. 261 (act. 3a, 3b, 3c, 3d, 4a, 4b), p. 262 (act. 5a, 5b), p. 264 (act. 7a), p. 265 (act. 7b, 7c, 7d, 8a), p. 266 (act. 9a), p. 267 (act. 9b, 10a, 10b), p. 268 (Somos reporteros, act. 12, 13), p. 273 (act. 20, 21), p. 279 (act. 1a, 1b, 1c), p. 281 (act. 2c, 2d, 3a), p. 282 (act. 4a), p. 283 (act. 4b, 4c, 4d, 5a), p. 285 (act. 6b, 6c, 6d, 7a), p. 287 (act. 8b, 8c, 8d, 8f), p. 288 (Somos reporteros, act. 9, 10, 11), p. 289 (¡Eres reportero/a! act. 1, 2), p. 300 (Preparo la evaluación, act. 1)</p>
<p>Standard 2: Interpersonal Communication 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>	<p>p. 2 (act. 1a, 1b), p. 4 (act. 2a, 2b, 2c, Cultura), p. 6 (act. 3e, 4a, 4b), p. 8 (act. 6), p. 10 (act. 9a, 9b), p. 11 (act. 10c), p. 12 (act. 11b, 11d), p. 13 (Somos Reporteros, act. 12, 15), p. 16 (act. 18b, 19a, 19b, 19c), p. 22 (Miniproyecto 1), p. 31 (act. 16, 17, 18), p. 33 (act. 19, 20, 21, 22), p. 39 (Cultura), p. 41 (act. 2c, 2e, 3), p. 43 (act. 6d, 7), p. 45 (act. 8c, 9), p. 47 (act. 10e), p. 50 (act. 16, 17), p. 52 (act. 18), p. 53 (act. 19, 20, 21), p. 57 (Miniproyecto 2, act. 4), p. 58 (Proyecto final, act. 1, 2), p. 62 (Preparo la evaluación, act. 4, 5), p. 65 (act. 1a, 1b), p. 67 (act. 2c), p. 69 (act. 4c, 5a-b), p. 71 (act. 6a, 8), p. 73 (act. 9c, 10), p. 75 (act. 11e, 12), p. 76 (Somos reporteros, act. 15), p. 79 (act. 16, 17, 18), p. 81 (act. 19, 20, 22), p. 85 (Miniproyecto 1), p. 90 (act. 4c), p. 91 (act. 5c, 6b), p. 92 (act. 7c, 7d), p. 93 (act. 9), p. 95 (act. 10c, 10d), p. 96 (Somos reporteros, act. 14), p. 99 (act. 15, 16, 17), p. 101 (act. 19, 20, 21, 22), p. 105 (Miniproyecto 2), p. 106 (Proyecto final), p. 110 (Preparo la evaluación, act. 4, 5), p. 113 (act. 1a, 1b), p. 115 (act. 2b, 2d), p. 117 (act. 3a, 3d, 4), p. 119 (act. 5d, 7), p. 121 (act. 8b, 8d, 9d), p. 123 (act. 10e), p. 124 (Somos reporteros, act. 12, 15), p. 129 (act. 16-19), p. 133 (Miniproyecto 1), p. 138 (act. 4b), p. 139 (act. 6), p. 141 (act. 8b), p. 142 (act. 9a, 9d), p. 143 (act. 10b, 10c), p. 144 (Somos reporteros, act. 13), p. 148 (act. 16, 17), p. 149 (act. 18, 19), p. 153 (Miniproyecto 2), p. 154 (Proyecto final), p. 158 (Preparo la evaluación, act. 4, 5), p. 161 (act. 1a, 1b), p. 164 (act. 4), p. 165 (act. 5f), p. 167 (act. 7b, 8), p. 169 (act. 10), p. 170 (act. 11b), p. 171 (act. 13c, 14c), p. 174 (act. 19), p. 175 (act. 20, 21), p. 177 (act. 22-25), p. 183 (act. 1b, 1d), p. 184 (act. 2a), p. 185 (act. 3b), p. 187 (act. 4d, 5), p. 191 (act. 8f), p. 192 (Somos reporteros, act. 12), p. 195 (act. 15, 16, 17, 18), p. 197 (act. 19-21), p. 201 (Miniproyecto 2), p. 202 (Proyecto final), p. 206 (Preparo la evaluación, act. 4, 5), p. 209 (act. 1a-b), p. 211 (act. 2b), p. 212 (act. 3b), p. 215 (act. 5a, 5e, 5f), p. 216 (act. 7b), p. 217 (act. 8b), p. 219 (act. 9e), p. 220 (Somos reporteros, act. 14), p. 223 (act. 15, 16), p. 225 (act. 17, 18, 19), p. 229 (Miniproyecto 1), p. 231 (act. 1b), p. 232 (act. 2a), p. 233 (act. 3a, 3d, 3e), p. 235 (act. 4f, 5), p. 236 (act. 6b), p. 237 (act. 7a, 8), p. 239 (act. 10b), p. 240 (Somos reporteros act. 13), p. 241 (¡Eres reportero/a! act. 2), p. 243 (act. 14, 15, 16, 17), p. 245 (act. 18-21), p. 249 (Miniproyecto 2), p. 250 (Proyecto final), p. 254 (Preparo la evaluación, act. 4, 5), p. 257</p>

	<p>(act. 1a, 1b), p. 261 (act. 3f), p. 263 (act. 5e, 6b), p. 268 (Somos reporteros, act. 15), p. 271 (act. 16), p. 272 (act. 17, 18), p. 273 (act. 19-21), p. 277 (Miniproyecto 1), p. 279 (act. 1b), p. 281 (act. 2d), p. 285 (act. 6e), p. 287 (act. 8a), p. 290 (act. 13, 14), p. 292 (act. 15, 16), p. 293 (act. 17, 18), p. 298 (Proyecto final), p. 302 (Preparo la evaluación, act. 4, 5)</p>
<p>Standard 3: Presentational Communication 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. 6 (act. 3d), p. 8 (act. 5a, 5e), p. 10 (act. 8a), p. 12 (act. 11c), p. 13 (Somos Reporteros, act. 14), p. 14 (¡Eres Reportero/a! act. 2-4), p. 22 (Miniproyecto 1), p. 39 (act.1d), p. 42 (act. 5), p. 47 (act. 11), p. 48 (Somos Reporteros, act. 14, 15), p. 49 (¡Eres Reportero/a!), p. 53 (act. 21), p. 57 (Miniproyecto 2), p. 58 (Proyecto final, act. 3-7), p. 61 (Preparo la evaluación, act. 2, 3 p. 63 (Nuestras culturas), p. 67 (Cultura), p. 68 (Cultura), p. 69 (act. 3c, 5b), p. 71 (act. 6b, 6c, 6d), p. 73 (act. 9d), p. 76 (Somos reporteros, act. 14), p. 77 (¡Eres reportero/a!), p. 81 (act. 21), p. 85 (Miniproyecto 1, act. 3-5), p. 87 (act. 1e), p. 89 (act. 3b), p. 91 (act. 4d, 5b, 6a), p. 93 (act. 8d), p. 97 (¡Eres reportero/a!), p. 99 (act. 18), p. 105 (Miniproyecto 2), p. 106 (Proyecto final), p. 109 (Preparo la evaluación, act. 2, 3), p. 110 (Preparo la evaluación, act. 4, 5), p. 111 (Nuestras culturas), p. 115 (Cultura), p. 117 (act. 3c, Cultura), p. 119 (act. 6b), p. 121 (act. 8d), p. 123 (act. 10c, 10d, 11a), p. 125 (¡Eres reportero/a!), p. 133 (Miniproyecto 1, act. 4, 5), p. 135 (act. 1b, 1c), p. 137 (act. 2b, 2d, 3b, 3c), p. 139 (act. 5b), p. 141 (act. 7a, 7b, 7c, 7d), p. 142 (act. 9b, 9c), p. 143 (act. 10a, 10b), p. 144 (Somos reporteros, act. 12, 13, 14), p. 145 (¡Eres reportero/a!), p. 148 (act. 16, 17), p. 149 (act. 19), p. 153 (Miniproyecto 2, act. 3, 4, 5), p. 154 (Proyecto final, act. 6, 7), p. 157 (Preparo la evaluación, act. 2, 3), p. 158 (Preparo la evaluación, act. 4, 5), p. 159 (Nuestras culturas), p. 163 (act. 2b, 2c, Cultura), p. 164 (act. 3b), p. 165 (act. 5e, 5f), p. 167 (act. 6c, 6f, 7a), p. 169 (act. 9d, 9f, 10), p. 170 (act. 11c, 11d, 12), p. 171 (act. 14a, 14b), p. 172 (Somos reporteros, act. 17-18), p. 173 (¡Eres reportero/a! act. 3, 4), p. 175 (act. 20b, 21), p. 177 (act. 25), p. 181 (Miniproyecto 1, act. 2-4), p. 183 (act. 1c, Cultura), p. 184 (act. 2a), p. 185 (act. 3a, 3b), p. 186 (act. 4b-c), p. 187 (act. 4f), p. 189 (act. 6b, 6e, 7), p. 191 (act. 8d, 8e, 9c, Cultura), p. 192 (Somos reporteros, act. 13), p. 193 (¡Eres reportero/a! act. 3, 4), p. 197 (act. 19b, 21), p. 201 (Miniproyecto 2, act. 5), p. 202 (Proyecto final, 8, 9, 10), p. 205 (Preparo la evaluación, act. 1c, 1f, 2, 3), p. 206 (Preparo la evaluación, act. 4, 5), p. 207 (act. 1, 2), p. 211 (Cultura), p. 212 (act. 3a), p. 213 (act. 4c), p. 215 (act. 5b, 5f, 6), p. 217 (act. 8c, 8d), p. 219 (act. 9b, 10a-b), p. 220 (Somos reporteros, act. 11, 13), p. 221 (¡Eres reportero/a! act. 3), p. 223 (act. 16), p. 225 (act. 19), p. 229 (Miniproyecto 1, act. 3-5), p. 231 (Cultura), p. 233 (act. 3b, 3e), p. 235 (act. 4a, 4b, 4e), p. 237 (act. 7d, Cultura), p. 238 (act. 9b), p. 239 (act. 10a), p. 241 (¡Eres reportero/a! act. 3), p. 243 (act. 16), p. 245 (act. 20), p. 249 (Miniproyecto 2, act. 3, 4), p. 250 (Proyecto final, act. 9, 10), p. 253 (Preparo la evaluación, act. 1a, 1c, 2, 3),</p>

	<p>p. 254 (Preparo la evaluación, act. 4, 5), p. 255 (Nuestras culturas), p. 259 (act. 2c), p. 261 (act. 3c, 3e, 4c), p. 262 (act. Cultura), p. 263 (act. 5c, 5d, 6a), p. 265 (act. 7d, 7e, 8b, 8c, Cultura), p. 267 (act. 9c, 10c, 11a, 11b, 11c), p. 268 (Somos reporteros, act. 13, 14), p. 269 (¡Eres reportero/a! act. 3, 4), p. 272 (act. 18), p. 273 (act. 21), p. 277 (Miniproyecto 1, act. 4, 5), p. 279 (act. 1d, Cultura), p. 281 (act. 2a, 2b, 2c, 3b), p. 283 (act. 4e), p. 285 (act. 6a, 6b, 7b), p. 287 (act. 8b, 8e, 8f, 8g), p. 288 (Somos reporteros, act. 11, 12), p. 289 (¡Eres reportero/a! act. 3, 4), p. 290 (act. 13), p. 292 (act. 16), p. 297 (Miniproyecto 2, act. 5, 6, 7), p. 298 (Proyecto final, act. 3-5), p. 301 (Preparo la evaluación, act. 2, 3), p. 302 (Preparo la evaluación, act. 4, 5), p. 303 (Nuestras culturas)</p>
<p>GOAL AREA: CULTURAL AND GLOBAL COMPETENCE</p>	
<p>Standard 4: Intercultural communication 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. 4 (act. 2b, Cultura), p. 9 (act. 7a, 7b), p. 10 (act. 8d), p. 14 (¡Eres Reportero/a!), p. 28 (act. 12, 13, 14, 15), p. 39 (Cultura), p. 48 (Somos Reporteros, act. 15), p. 63 (Nuestras culturas), p. 67 (Cultura), p. 68 (Cultura), p. 77 (¡Eres reportero/a!), p. 85 (Miniproyecto 1), p. 93 (act. 8d), p. 95 (Cultura), p. 97 (¡Eres reportero/a!), p. 105 (Miniproyecto 2), p. 111 (Nuestras culturas), p. 115 (Cultura), p. 117 (Cultura), p. 125 (¡Eres reportero/a!), p. 133 (Miniproyecto 1), p. 144 (Somos reporteros, act. 14), p. 145 (¡Eres reportero/a!), p. 154 (Proyecto final), p. 159 (Nuestras culturas), p. 163 (Cultura), p. 173 (¡Eres reportero/a!), p. 183 (Cultura), p. 191 (Cultura), p. 193 (¡Eres reportero/a!), p. 202 (Proyecto final), p. 207 (act. 1, 2), p. 211 (Cultura), p. 220 (Somos reporteros, act. 14), p. 221 (¡Eres reportero/a! act. 2), p. 231 (Cultura), p. 233 (act. 3e), p. 237 (Cultura), p. 241 (¡Eres reportero/a! act. 2), p. 249 (Miniproyecto 2, act. 1, 2), p. 250 (Proyecto final, act. 5-8), p. 255 (Nuestras culturas), p. 262 (Cultura), p. 265 (Cultura), p. 269 (¡Eres reportero/a! act. 2), p. 277 (Miniproyecto 1, act. 1, 2, 3), p. 279 (Cultura), p. 281 (act. 3b), p. 289 (¡Eres reportero/a! act. 1, 2), p. 298 (Proyecto final, act. 1, 2), p. 303 (Nuestras culturas)</p>
<p>Standard 5: Global Competence and Community Engagement 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</p>	<p>p. 75 (act. 11e), p. 105 (Miniproyecto 2), p. 125 (¡Eres reportero/a!), p. 133 (Miniproyecto 1), p. 138 (act. 4b, Cultura), p. 153 (Miniproyecto 2), p. 154 (Proyecto final), p. 215 (act. 5e, f), p. 217 (act. 8), p. 221 (¡Eres reportero/a!), p. 229 (Miniproyecto 1), p. 233 (act. 3d, 3e), p. 235 (act. 4f), p. 236 (act. 6a, b), p. 237 (act. 8, Cultura), p. 249 (Miniproyecto 2), p. 250 (Proyecto final)</p>

their local and global communities.	
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