

Instructional Material Program: REPORTERS FRANCOPHONES 1

Wisconsin Standards for World Languages (2019)

LEVEL: NOVICE LOW TO NOVICE 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. 2a), p. 3 (act. 3), p. 4 (act. 4), p. 13 (act. 9, 10), p. 15 (act. 12), p. 21 (act. 1a, 1b), p. 23 (act. 2a, 2b), p. 24 (act. 3, 4a), p. 25 (act. 6), p. 28 (act. 9, 10), p. 31 (act. 12), p. 33 (act. 18), p. 38 (act. 28), p. 41 (act. 1a, 1b), p. 42 (act. 3a), p. 43 (act. 6b), p. 44 (act. 7a, 7b), p. 45 (act. 8), p. 46 (act. 10, 11), p. 49 (act. 15), p. 50 (act. 18), p. 51 (act. 22), p. 53 (act. 27), p. 60 (act. 1a, 1b), p. 63 (act. 1a), p. 65 (act. 2b), p. 66 (act. 3a, 3b), p. 67 (act. 5b, 5c), p. 68 (act. 6a), p. 69 (act. 7a), p. 70 (act. 9a, 10a), p. 71 (act. 11a, 11b), p. 72 (act. 12, 13), p. 76 (act. 20), p. 77 (act. 23), p. 85 (act. 1a, 1b, 1c), p. 86 (act. 2), p. 87 (act. 5a), p. 88 (act. 6a), p. 89 (act. 8a), p. 90 (act. 10, 11), p. 91 (act. 12), p. 93 (act. 16, 17), p. 102 (act. 1a, 1b, 1c), p. 105 (act. 1a, 1b), p. 107 (act. 2a, 2b, 2c, Culture), p. 108 (act. 3a, 3b), p. 109 (act. 4a), p. 110 (act. 5a, 5d), p. 111 (act. 6), p. 112 (act. 9, 10), p. 115 (act. 13, 14), p. 116 (act. 18), p. 117 (act. 21), p. 118 (act. 24, 25), p. 119 (act. 28), p. 125 (act. 1b, Culture), p. 126 (act. 2a, 2b, 3, 4), p. 127 (act. 5a, 5b), p. 128 (act. 6a, 6b), p. 129 (act. 7a, Culture), p. 130 (act. 8, Culture), p. 131 (act. 9b, Culture), p. 132 (act. 10, 11), p. 133 (act. 12), p. 134 (act. 13), p. 135 (act. 15), p. 144 (act. 1a, 1b), p. 145 (act. 1c, 1d, 2), p. 147 (act. 1a, 1b, 1c), p. 149 (act. 2b, Culture), p. 150 (act. 3a, 3b), p. 151 (act. 4a, 4b), p. 152 (act. 6c), p. 154 (act. 9a), p. 156 (act. 11, 12), p. 159 (act. 17, 18), p. 161 (act. 21, 23), p. 169 (act. 1a, 1b, Culture), p. 170 (act. 2a, 2b, 2c), p. 171 (act. 3a), p. 172 (act. 5a), p. 173 (act. 6, 7), p. 174 (act. 9, 10, 11), p. 176 (act. 12), p. 178 (act. 19), p. 179 (act. 22), p. 186 (act. 1a), p. 189 (act. 1a), p. 191 (act. 2b, 2c, Culture), p. 192 (act. 3), p. 193 (act. 5a), p. 194 (act. 6a, 6b), p. 195 (act. 7a, 7b), p. 196 (act. 9, 10), p. 199 (act. 14), p. 203 (act. 24), p. 209 (act. 1a, 1b, Culture), p. 210 (act. 2a, 2c, 3a), p. 211 (act. 4), p. 212 (act. 6a, 6b, Culture), p. 213 (act. 7a, 7b, 7c, Culture), p. 214 (act. 8), p. 215 (act. 9a, 9b, 9c), p. 216 (act. 11, 12), p. 220 (act. 19), p. 221 (act. 22), p. 228 (1a, 1b, 1c), p. 231 (act. 1a, 1b), p. 233 (act. 2a, 2c, Culture), p. 234 (act. 3a), p. 235 (act. 5a, 6a, Culture), p. 236 (act. 8a), p. 237 (act. 8b, 8c, 10a),

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| | <p>p. 238 (act. 11a, 11b, 11c), p. 239 (act. 11d, 12, Culture), p. 240 (act. 14, 15, 16), p. 242 (act. 18, 20), p. 243 (act. 21), p. 244 (act. 23), p. 246 (act. 26, 29), p. 253 (act. 1a, 1b, 1c, Culture), p. 254 (act. 2a, 2b), p. 255 (act. 4a, 4c), p. 256 (act. 6a), p. 257 (act. 7, 9a), p. 258 (act. 10, 11), p. 270 (act. 1a, 1b, 1c)</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. 1 (act. 1), p. 2 (act. 2a, 2b), p. 3 (act. 3), p. 4 (act. 4), p. 5 (act. 5a, 5b), p. 8 (act. 6), p. 10 (act. 7), p. 11 (act. 8), p. 14 (act. 11), p. 13 (act. 9, 10), p.15 (act. 12), p. 17 (act. 13), p. 21 (act. 1b), p. 23 (act. 2a, 2b), p. 24 (act. 4b), p. 25 (act. 5a, 5b, 6a, 6b), p. 27 (act. 7a, 7b, 8c), p. 31 (act. 11), p. 32 (act. 13, 14, 15, 16, 17), p. 34 (act. 19, 20, 21, 22), p. 35 (act. 23, 24), p. 37 (act. 25), p. 38 (act. 26, 27a, 27b), p. 39 (MINI-PROJET 1), p. 41 (act. 1c), p. 42 (act. 2a, 3b), p. 43 (act. 4), p. 44 (act. 7d), p. 45 (act. 9), p. 47 (act. 12), p. 48 (act. 13, 14), p. 49 (act. 15), p. 50 (act. 16, 17, 18, 19), p. 51 (act. 20, 21), p. 52 (act. 23, 24, 25), p. 53 (act. 26, 28), p. 56 (act. 29, 30, 31, 32), p. 58 (Projet final), p. 61 (act. 2), p. 63 (act. 1a, 1b), p. 66 (act. 3c, 4), p. 67 (act. 5a, 5b, 5c, 5d), p. 68 (act. 6a, 6b), p. 69 (act. 8), p. 70 (act. 10a, 10b), p. 71 (act. 11a, 11c), p. 74 (act. 14, 15, 16), p. 75 (act. 17, 18), p. 76 (act. 19, 20, 21, 22), p. 77 (act. 23, 24), p. 78 (act. 25, 26, 27, 28), p. 79 (act. 29, 30), p. 82 (act. 33, 34, 35), p. 85 (act. 1a, 1d), p. 86 (act. 2b, 2c), p. 87 (act. 3a, 3b, 3c, 5a, 5b), p. 88 (act. 6b, 6c, 7b), p. 89 (act. 8b, 9), p. 91 (act. 12), p. 92 (act. 13, 14, 15), p. 93 (act. 16, 17, 18), p. 94 (act. 19, 20, 21), p. 95 (22, 23, 24, 25), p. 96 (act. 26), p. 98 (act. 27, 28, 29, 30, 31), p. 100 (Projet final), p. 103 (act. 2), p. 105 (act. 1b), p. 107 (act. 2c), p. 108 (act. 3b), p. 110 (act. 5a, 5d), p. 111 (act. 6, 7, 8b), p. 112 (act. 11, 12), p. 115 (act. 13, 14, 15, 16), p. 116 (act. 17, 18, 19, 20), p. 117 (act. 21), p. 118 (act. 22, 23, 24, 25, 26), p. 119 (act. 27, 28, 29, 30), p. 121 (act. 31), p. 122 (act. 32, 33, 34, 35, 36), p. 125 (act. 1c), p. 126 (act. 2b, 3, 4), p. 127 (act. 5b, 5c), p. 128 (act. 6a, 6c, 6d), p. 129 (act. 7a, 7c), p. 130 (act. 8), p. 131 (act. 9a, 9c, 9d), p. 133 (act. 12), p. 134 (act. 13), p. 135 (act. 14, 15), p. 136 (act. 16, 17), p. 137 (act. 18, 19, 20), p. 140 (act. 21, 22, 23), p. 145 (act. 2), p. 147 (act. 1c), p. 149 (act. 2a, 2c, 2d), p. 150 (act. 3c), p. 151 (act. 4c, 4d, 5a, 5b), p. 152 (act. 6a, 6b), p. 153 (act. 7a, 7b, 7c, 8), p. 154 (act. 9b), p. 155 (act. 10a, 10b, 10c, 10d, 10e), p. 158 (act. 15, 16), p. 157 (act. 13, 14), p. 159 (act. 17, 18, 19), p. 161 (act. 20, 21, 22, 23), p. 162 (act. 24, 25), p. 163 (act. 26, 27, 28), p. 166 (act. 29, 30, 31), p. 169 (act. 1a, 1c), p. 170 (act. 2a, 2b), p. 171 (act. 3b, 4), p. 172 (act. 5b, 5c, 5d), p. 174 (act. 11), p. 176 (act. 12, 13, 14, 15), p. 177 (act. 16, 17, 18), p. 178 (act. 19), p. 179 (act. 20, 21, 22, 23, 24), p. 182 (act. 25, 26, 27, 28), p. 183 (Mini-projet 2), p. 187 (act. 3), p.189 (act. 1b), p. 191 (act. 2a), p. 192 (act. 3, 4), p. 193 (act. 5b, 5d), p. 194 (act. 6b, 6c), p. 195 (act. 7b, 7c, 8), p. 197 (act. 11), p. 198 (act. 12), p. 199 (act. 13, 14), p. 200 (act. 15, 16, 17), p. 201 (act. 18, 19, 20), p. 202 (act. 21, 22, 23), p. 203 (act. 24, 25, 26), p. 206 (act. 27, 28, 29), p. 209 (act. 1a), p. 210 (act. 2a, 3b), p. 211 (act. 4, 5), p. 212 (act. 6c), p. 215 (act.</p> |

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| | <p>10), p. 217 (act. 13), p. 218 (act. 14, 15), p. 219 (act. 16, 17, 18), p. 220 (act. 19, 20), p. 221 (act. 22, 23, 24), p. 224 (act. 25, 26), p. 225 (Mini-projet 2), p. 229 (act. 3), p. 231 (act. 1b), p. 233 (act. 2a, 2b, 2d), p. 234 (act. 3b, 3c, 4), p. 235 (act. 5a, 5b, 7), p. 237 (act. 9, 10a, 10b), p. 238 (act. 11b, 11c), p. 239 (act. 12, 13), p. 241 (act. 17), p. 242 (act. 18, 19, 20), p. 243 (act. 21, 22), p. 244 (act. 23, 24), p. 245 (act. 25), p. 246 (act. 26, 27, 28a, 28b, 29), p. 247 (act. 30, 31), p. 250 (act. 32, 33), p. 253 (act. 1a, 1c), p. 254 (act. 2b, 3), p. 255 (act. 4b, 4d, 5a, 5b), p. 256 (act. 6a, 6b, 6c), p. 257 (act. 6d, 8a, 8b, 9a, 9b), p. 258 (act. 11), p. 259 (act. 12, 13), p. 260 (act. 14), p. 261 (act. 15, 16, 17), p. 262 (act. 18, 19, 20), p. 263 (act. 21, 22), p. 266 (act. 24, 25, 26, 27a, 27b), p. 267 (Mini-projet 2), p. 268 (Projet final), p. 271 (act. 2)</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. 27 (act. 8b), p. 29 (C'est vous les reporters!), p. 32 (act. 16), p. 39 (Mini-projet 1), p. 42 (act. 3c), p. 43 (act. 6c), p. 47 (C'est vous les reporters!), p. 50 (act. 19), p. 57 (Mini-projet 2), p. 58 (Projet final), p. 61 (act. 3), p. 73 (C'est vous les reporters!), p. 79 (act. 31), p. 83 (Mini-projet 1), p. 91 (C'est vous les reporters!), p. 96 (Mon lexique), p. 99 (Mini-projet 2), p. 100 (Projet final), p. 103 (act. 3), p. 109 (act. 4c), p. 113 (C'est vous les reporters!), p. 123 (Mini-projet 1), p. 129 (Mini-projet), p. 133 (c'est vous les reporters!), 141 (mini-projet 2), p. 142 (Projet final), p. 145 (act. 3). p. 156 (C'est vous les reporters!), p. 167 (Mini-projet 1), p. 183 (Mini-projet 2), p. 184 (Projet final), p. 187 (act. 2), p. 197 (C'est vous les reporters!), p. 207 (Mini-projet 1), p. 220 (act. 21), p. 225 (Mini-projet 2), p. 226 (Projet final), p. 229 (act. 2), p. 241 (C'est vous les reporters!), p. 251 (Mini-projet 1), p. 259 (C'est vous les reporters!), p. 263 (act. 23), p. 267 (Mini-projet 2), p. 268 (Projet final), p. 271 (act. 3)</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. 0 (act. 1), p. 13 (act. 9, 10), p. 23 (act. 2a, 2b, Culture), p. 24 (act. 4b), p. 25 (act. 6a), p. 27 (act. 7a, 7b), p. 28 (act. 9, 10), p. 29 (C'est vous les reporters!), p. 41 (1a, 1b, 1c, Culture), p. 46 (act. 11), p. 47 (act. 12), p. 53 (act. 26), p. 47 (Projet final), p. 63 (act. 1a, 1b), p. 65 (act. 2a, 2b, Culture), p. 69 (act. 7a, 7b, 8), p. 70 (act. 10a), p. 72 (act. 12, 13), p. 85 (act. 1a, 1c, 1d, Culture), p. 87 (act. 5a), p. 88 (act. 7a), p. 89 (Culture), p. 90 (act. 11), p. 91 (act. 12), p. 105 (act. 1a, 1b), p. 107 (2a, 2b, 2c, Culture), p. 110 (act. 5a, 5b, 5c), p. 111 (act. 8a, 8b), p. 112 (act. 10, 11, 12), p. 125 (1a, 1b, 1c, Culture), p. 128 (act. 6a, 6c), p. 129 (act. 7a, 7b, Culture), p. 130 (Culture), p. 131 (9b, Culture), p. 132 (act. 11), p. 133 (act. 12, C'est vous les reporters!), p. 147 (act. 1a, 1b, 1c), p. 149 (Culture), p. 152 (act. 6a), p. 154 (act. 9a, 9b), p. 156 (act. 12), p. 157 (14), p. 169 (1a, 1b, Culture), p. 172 (5b), p. 173 (6, 7), p. 174 (act. 9, 11), p. 175 (C'est vous les reporters!), p. 186 (act. 1a, 1b), p. 187 (act. 3), p. 189 (act. 1a, 1b), p. 191 (2a, 2b, 2c, Culture), p. 193 (act. 5a, 5b, 5c), p. 194</p> |

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| | <p>(act. 6a), p. 195 (act. 7a, 7b, 7c, 8), p. 196 (act. 9, 10), p. 209 (1a, 1b, Culture), p. 210 (act. 3a, 3b), p. 211 (act. 4), p. 212 (act. 6a, 6b, Culture), p. 213 (act. 7a, 7b, 7c, Culture), p. 215 (act. 9c), p. 216 (act. 12), p. 217 (act. 13), p. 220 (act. 19), p. 225 (Mini projet 2), p. 226 (Projet final), p. 231 (act. 1a, 1b), p. 233 (2a, 2b, 2c, Culture), p. 234 (3a, 3c), p. 235 (5a, 5b, Culture), p. 236 (act. 8a), p. 237 (act. 8b, 8c, 10a, 10b), p. 239 (Culture), p. 240 (act. 14, 15, 16), p. 241 (act. 17, C'est vous les reporters!), p. 253 (1a, 1b, Culture), p. 257 (act. 9a, 9b), p. 258 (act. 11), p. 259 (act. 12, 13), p. 270 (act. 1a, 1b, 1c)</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 their local and global communities.</p> | <p>p. 13 (act. 9, 10), p. 25 (act. 6a), p. 39 (Mini-projet 1), p. 41 (act 1a), p. 88 (act. 7a, 7b), p. 132 (act. 11), p. 133 (act. 12), p. 156 (act. 12), p. 157 (14), p. 169 (Culture), p. 172 (act. 5b), p. 193 (act. 5a, 5c), p. 210 (act. 3b), p. 225 (Mini projet 2), p. 233 (Culture), p. 235 (act. 5b), p. 240 (14, 15, 16), p. 253 (1a, 1b, Culture), p. 257 (act. 8b, 9a, 9b), p. 258 (act. 11), p. 259 (act. 12, 13), p. 267 (Mini-projet 2), p. 270 (act. 1a, 1b, 1c)</p> |