

KLASSE A1 / Instructional Material Program

Wisconsin Standards for World Languages (2019)

LEVEL: Novice Low to Novice High

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. 8 (act. 1a, 1b), p. 9 (act. 2a), p. 10 (act. 3a, 4), p. 11 (act. 5a, 6a, 6b, 6c), p. 12 (act. 7a, 8, 9a), p. 13 (act. 10a, 10b, 10c), p. 15 (act. 1a, 1b, 1c), p. 16 (act. 2a, 2b, 3a), p. 17 (act. 4a), p. 18 (act. 5c, 5d, 5e, 5f, 5g), p. 19 (act. 6a, 6b, 6c), p. 20 (act. 7b, 7c, 7d, 7e), p. 21 (act. 8a, 8b, 9a, 9b, 10a), p. 23 (act. 1, 2a), p. 24 (act. 3a, 3b, 3c, 3d, 3e), p. 25 (act. 4a, 4b), p. 26 (act. 6a, 6c), p. 27 (act. 8a, 8b), p. 28 (act. 10a, 10b, 11a, 11b), p. 29 (act. 12a, 12b, 12c, 12d), p. 37 (act. 1a, 1b, 1c), p. 38 (act. 2a, 2b), p. 39 (act. 4, 5a, 5b, 5c), p. 40 (act. 6a, 6b, 6c, 6d), p. 41 (act. 7a, 8b), p. 42 (act. 9a, 9b), p. 43 (act. 10a, 11a), p. 45 (act. 1a, 1c, 1d), p. 46 (act. 2a, 2b, 2c), p. 47 (act. 4a), p. 48 (act. 5a), p. 49 (act. 6a, 6b, 7a, 7b, 7c), p. 50 (act. 8a), p. 51 (act. 9a, 9b), p. 53 (act. 1a, 1b), p. 54 (act. 2a, 2c, 3a), p. 55 (act. 3b, 4a, 4b), p. 57 (act. 7a, 7b, 7d, 7f, 8a), p. 58 (act. 9a, 9b), p. 67 (act. 1a, 1b, 1c), p. 68 (act. 2a, 2b), p. 69 (act. 3a), p. 70 (act. 4a, 4e), p. 71 (act. 5, 6a, 6b), p. 72 (act. 7b, 7c, 7d), p. 73 (act. 7e, 8a, 8b, 8d), p. 75 (act. 1a, 1b, 1e), p. 76 (act. 2a, 2b), p. 77 (act. 3a, 3b), p. 78 (act. 4a), p. 79 (act. 5c, 6a), p. 80 (act. 7a), p. 81 (act. 8a, 9a, 9b), p. 83 (act. 1a, 1c), p. 84 (act. 2a, 2b, 2c), p. 85 (act. 3a, 3b), p. 86 (act. 4a, 4b), p. 87 (act. 5a, 5b), p. 88 (act. 6a, 6c), p. 89 (act. 7a, 8a, 8b, 8c), p. 97 (act. 1a, 1b, 1c), p. 98 (act. 2a, 2b, 3a), p. 99 (act. 4a, 4b, 4c, 5a), p. 100 (act. 6a, 6b, 6c), p. 101 (act. 7a, 7c), p. 102 (act. 8a, 9a), p. 103 (act. 10a), p. 105 (act. 1a, 1c), p. 106 (act. 2a, 2b), p. 107 (act. 3a, 3b, 3c), p. 108 (act. 4b, 4d), p. 109 (act. 5a, 5b, 6a, 7b), p. 110 (act. 8a, 8c), p. 111 (act. 9a), p. 113 (act. 1a, 1b, 1c), p. 114 (act. 2a, 2b), p. 115 (act. 3a, 3b, 4a), p. 116 (act. 5a, 5b, 5c), p. 117 (act. 6a, 6b), p. 118 (act. 7a, 7b, 7c), p. 119 (act. 8a, 9)

<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. 8 (act. 1b), p. 9 (act. 2b), p. 10 (act. 3b, 3c, 3d, 4), p. 11 (act. 5a, 5b, 5c, 6a, 6b, 6c, 6d), p. 12 (act. 7a, 7b, 8, 9b), p. 13 (act. 11a, 11b), p. 15 (act. 1b, 1c, 1d), p. 16 (act. 2c, 3b, 3c), p. 17 (act. 4a, 4b), p. 18 (act. 5a, 5b, 5c, 5d, 5e, 5g), p. 19 (act. 6a, 6d, 6e), p. 20 (act. 7a, 7b, 7c, 7e, 7f), p. 21 (act. 8b, 8c, 9a, 9b, 10a, 10b, 10c), p. 23 (act. 2a, 2b, 2c), p. 24 (act. 3a, 3c, 3f), p. 25 (act. 4a, 4b, 4c, 4d), p. 26 (act. 6a, 6b, 6c, 6e, 7a, 7b), p. 27 (act. 8a, 8b, 8c, 9a, 9b, 9c), p. 28 (act. 10a, 11a, 11b, 11c, 11d), p. 29 (act. 12a, 12b, 12c, 12d, 12e, 13a, 13b), p. 37 (act. 1a, 1c), p. 38 (act. 2b, 2c), p. 39 (act. 3a, 3b, 3c, 4, 5a, 5b, 5c), p. 40 (act. 6a, 6b, 6d, 6e), p. 41 (act. 7b, 7c, 8a, 8b, 8c, 8d), p. 42 (act. 9a, 9b, 9c, 9d), p. 43 (act. 10b, 10c, 11b), p. 45 (act. 1a, 1b, 1c, 1d), p. 46 (act. 2b, 2c), p. 47 (act. 3a, 3b, 4b, 4c), p. 48 (act. 5a, 5b, 5c, 5d), p. 49 (act. 6a, 6c, 7a, 7b, 7c), p. 50 (act. 8a, 8b), p. 51 (act. 9b, 9c, 10a, 10b, 10c), p. 53 (act. 1a, 1b), p. 54 (act. 2b, 2c, 2d), p. 55 (act. 3b, 3c, 4a, 4b), p. 56 (act. 5a, 6a, 6b, 6c, 6d), p. 57 (act. 7c, 7d, 7e, 7f, 7g, 8a, 8b), p. 58 (act. 9a, 9b, 10a), p. 59 (act. 10b, 11a, 11b, 11c, 12b), p. 67 (act. 1b, 1c), p. 68 (act. 2a, 2b, 2c), p. 69 (act. 3b, 3c, 3d, 3e, 3f, 3g, 3h), p. 70 (act. 4b, 4c, 4d, 4e, 4f), p. 71 (act. 6a, 6c), p. 72 (act. 7a, 7b, 7c, 7d), p. 73 (act. 7e, 7f, 8a, 8c, 8d), p. 75 (act. 1a, 1c, 1d), p. 76 (act. 2a, 2c), p. 77 (act. 3a, 3b, 3c, 3d), p. 78 (act. 4a, 4b), p. 79 (act. 5a, 5b, 5c, 6a, 6b), p. 80 (act. 7b), p. 81 (act. 8b, 8c, 9a, 9b, 10a, 10b), p. 83 (act. 1a, 1b, 1c, 1d), p. 84 (act. 2b, 2c), p. 85 (act. 3b, 3c, 3d), p. 86 (act. 4b), p. 87 (act. 5c), p. 88 (act. 6a, 6b, 6c, 6d), p. 89 (act. 7b, 8a, 8b, 8c, 9a, 9b), p. 97 (act. 1a, 1b, 1c), p. 98 (act. 3a, 3c), p. 99 (act. 4c, 4d, 5a, 5b), p. 100 (act. 6a, 6b, 6c, 6d), p. 101 (act. 7b, 7c, 7d), p. 102 (act. 8a, 8b, 8c, 9a, 9b), p. 103 (act. 9c, 10b, 10c, 11a, 11c), p. 105 (act. 1a, 1b, 1c), p. 107 (act. 3b, 3c), p. 108 (act. 4a, 4c), p. 109 (act. 5b, 6a, 6b, 7a, 7b, 7c), p. 110 (act. 8b, 8c, 8d), p. 111 (act. 9b, 10a, 10b), p. 113 (act. 1a, 1b, 1c, 1d), p. 114 (act. 2b), p. 115 (act. 3a, 3b, 4a, 4b), p. 116 (act. 5a, 5b, 5c, 5d, 5e), p. 117 (act. 6a, 6b, 6c), p. 118 (act. 7a, 7b, 7d), p. 119 (act. 8b, 8c, 9, 10b)</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. 17 (act. 4c), p. 19 (act. 6f), p. 21 (act. 10c), p. 25 (act. 5), p. 26 (act. 6d), p. 29 (act. 13c), p. 42 (act. 9e), p. 43 (act. 11c), p. 50 (act. 8c), p. 51 (act. 10c), p. 56 (act. 5b, 6c), p. 59 (act. 12a, 12c), p. 73 (act. 9a, 9b, 9c), p. 81 (act. 10c), p. 83 (act. 1e), p. 89 (act. 7c, 9c), p. 98 (act. 3b), p. 103 (act. 9c, 11c), p. 106 (act. 2c), p. 111 (act. 10c), p. 119 (act. 10a, 10c)</p>

GOAL AREA: CULTURAL AND GLOBAL COMPETENCE

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. 8 (act. 1a, 1b), p. 9 (act. 2a), p. 10 (act. 3a, 3c), p. 15 (act. 1a, 1b, 1d), p. 16 (act. 3a, 3b, 3c), p. 17 (act. 4a, 4b, 4c), p. 18 (act. 5e, 5g), p. 19 (act. 6a, 6b, 6c, 6d, 6e, 6f), p. 20 (act. 7a, 7c, 7e, 7f), p. 21 (act. 8a, 8b, 8c, 9a, 9b, 10b, 10c), p. 23 (act. 1), p. 38 (act. 2a), p. 42 (act. 9a), p. 45 (act. 1c, 1d), p. 49 (act. 6a), p. 50 (act. 8a, 8b), p. 53 (act. 1a), p. 55 (act. 4a), p. 56 (act. 6a), p. 67 (act. 1a, 1b, 1c), p. 68 (act. 2a), p. 71 (act. 6c), p. 77 (act. 3d), p. 80 (act. 7a), p. 81 (act. 8a, 8b), p. 84 (act. 2c, 2d), p. 87 (act. 5a, 5b, 5c), p. 89 (act. 9c), p. 97 (act. 1a, 1b, 1c), p. 98 (act. 2a, 2b), p. 105 (act. 1a), p. 106 (act. 2a, 2b), p. 108 (act. 4a, 4b, 4c, 4d), p. 110 (act. 8a, 8b, 8c), p. 113 (act. 1a, 1b), p. 117 (act. 6a, 6b, 6c), p. 118 (act. 7a, 7b, 7c), p. 119 (act. 8a, 8b, 10b)

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. 21 (act. 8a, 8b), p. 50 (act. 8a, 8b, 8c), p. 73 (act. 9c), p. 84 (act. 2d), p. 87 (act. 5c), p. 106 (act. 2c), p. 111 (act. 10c)