

# Instructional Material Program: MAPAS 1

Alabama Course of Study: World Languages Grades 7-12

## LEVEL I

*Upon completion of Level I, students may demonstrate proficiency ranging from Novice Mid to Novice High.*

COMMUNICATION - INTERPERSONAL MODE	
1. Communicate and share on familiar topics with a variety of words, phrases, and simple sentences in the present time frame.	
1a. Greet and leave people in a polite way	SE: p. 11 (act. 23), p. 14 (act. 34), p. 44 (act. 38), p. 23 (act. Proyecto individual).  Interactive activities: Ch. 1 (act. 3).
1b. Exchange basic information about self and others.	SE: p. 4 (act. 4), p. 15 (act. 37), p. 17 (act. 41), p. 21 (act. 50), p. 34 (act. 3), p. 35 (act. Foro de discusión), p. 36 (act. 10), p. 45 (act. 41), p. 49 (act. 60), p. 73 (act. 20, 21), p. 75 (act. 25), p. 76 (act. 29), p. 78 (act. 40), p. 79 (act. 45), p. 82 (act. 57), p. 107 (act. 7), p. 108 (act. 12), p. 111 (act. 17), p. 112 (act. 29), p. 119 (act. 54), p. 156 (act. 30), p. 165 (act. 68), p. 205 (act. 87).
1c. Exchange basic information about their everyday lives.	SE: p. 17 (act. 41), p. 36 (act. Foro de discusión), p. 69 (act. Foro de discusión), p. 81 (act. 47, 48, 54), p. 147 (act. 7, 8), p. 164 (act. 63), p. 184 (act. 3), p. 196 (act. 57).
COMMUNICATION - INTERPRETIVE MODE	
2. Interpret what is heard, read, or viewed on familiar topics using the present tense.	
2a. Identify main characters, themes, and ideas from narrative text.	SE: p. 70 (act. 10, 11, 13), p. 91 (act. 83-85), p. 148 (act. 10-12, 14).
2b. Recognize words, phrases and simple sentences in an informational text.	SE: p. 6 (act. 12, 13), p. 19 (act. 43-45), p. 21 (act. 48, 49), p. 35 (act. 5), p. 39 (act. 19), p. 40 (act. 21), p. 41 (act. 23, 26), p. 42 (act. 28), p. 48 (act. 54, 56), p. 53 (act. 66), p. 55 (act. 70), p. 68 (act. 1, 2), p. 69 (act. 5), p. 72 (act. 16), p. 73 (act. 17, 18), p. 74 (act. 22), pp. 78-79 (act. 39, 41, 43), p. 80 (act. 46), p. 83 (act. 61), p. 86 (act. 73, 74), pp. 88-89 (act. 76, 77, 79), p. 108 (act. 9), p. 112 (act. 26, 30), p.

	122 (act. 66, 67), pp. 124-125 (act. 76, 77), p. 127 (act. 80), p. 129 (act. 84), p. 150 (act. 15), p. 157 (act. 32-34), p. 165 (act. 64-66), p. 167 (act. 72), p. 185 (act. 10), p. 188 (act. 21, 22), p. 194 (act. 44, 45), p. 198 (act. 63, 64), p. 205 (act. 83, 84).
2c. Interpret visual and auditory cues.	SE: p. 6 (act. 10, 11), p. 8 (act. 16, 19), p. 13 (act. 28, 29, 31), p. 18 (act. 42), p. 19 (act. 43-45), p. 20 (act. 47), p. 35 (act. 6), p. 36 (act. 8, 9, 11), p. 38 (act. 14), p. 40 (act. 22), p. 41 (act. 24, 27), p. 44 (act. 34, 35), p. 54 (act. 69), p. 70 (act. 9), p. 75 (act. 26), p. 77 (act. 35), p. 84 (act. 64, 66, 67), p. 108 (act. 8), p. 110 (act. 16), p. 150 (act. 18), p. 186 (act. 14, 15), p. 191 (act. 30), p. 197 (act. 58, 59).
<b>COMMUNICATION - PRESENTATIONAL MODE</b>	
3. Present information on familiar topics with a variety of words, phrases, and simple sentences in the present time frame.	
3a. Present basic information orally and in writing.	SE: p. 8 (act. 20), p. 22 (act. Proyecto en grupo), p. 23 (act. Proyecto individual), p. 39 (act. 15), p. 43 (act. 33), p. 47 (act. 49), p. 56 (act. Proyecto en grupo), p. 121 (act. 64), p. 122 (act. 68), p. 129 (act. 86), p. 130 (act. Proyecto en grupo), p. 131 (act. Proyecto individual), p. 148 (act. 12), p. 158 (act. 40), p. 168 (act. Proyecto en grupo), p. 195 (act. 51), p. 206 (act. Proyecto en grupo), p. 207 (act. Proyecto individual).
3b. Give simple instructions.	SE: p. 111 (act. 21), p. 120 (act. 58), p. 194 (act. 47).
3c. Tell about familiar objects, experiences, and daily routines.	SE: p. 57 (act. Proyecto individual), p. 75 (act. 26, 27), p. 76 (act. 34), p. 92 (act. Proyecto en grupo), p. 93 (act. Proyecto individual), p. 108 (act. 12), p. 125 (act. 78), p. 160 (act. 49), p. 169 (act. Proyecto individual), p. 184 (act. 5), p. 196 (act. 55).
3d. Recite short memorized phrases, poems, and/or rhymes.	SE: p. 161 (act. 56, 57), p. 185 (act. 13). TE: p. 185 (act. 13, Planning).
<b>CULTURE</b>	
4. Identify practices of the target cultures.	
4a. Use basic appropriate gestures in common interactions.	SE: p. 44 (act. 38). TE: p. 11 (act. 23, Differentiated instruction), p. 30 (Differentiated instruction), p. 75 (act. 23, Differentiated instruction).
4b. Identify behaviors in a variety of environments.	SE: p. 11 (act. 23), p. 12 (act. Foro de discusión), p. 14 (act. 34), p. 15 (act. 37), p. 36 (act. 9), p. 44 (act. 35-38), p. 45 (act. 39, 40, 41), p. 49 (act. 60), p. 86 (act. 74), p. 87 (act. 75), p. 91 (act. 85, 86), p. 93 (act. Proyectos: Individual), p. 146 (act. 1), p. 154 (act. 24), p. 188

	(act. 24), p. 194 (act. 45, 47).
4c. Identify typical activities, events, and celebrations of the target cultures.	SE: p. 70 (act. 15), p. 80 (act. 46), p. 89 (act. 77), p. 118 (act. 49, 51, 52), p. 125 (act. 77), p. 150 (act. 15, 18), p. 157 (act. 32), p. 159 (act. 41), p. 165 (act. 64-67), p. 166 (act. 69), p. 168 (act. Proyecto en grupo), p. 184 (act. 1), p. 197 (act. 60).
<b>5. Identify products of the target cultures.</b>	
5a. Recognize arts, crafts, or graphic representations of the target culture.	SE: p. 20 (act. 47), p. 21 (act. 49), p. 53 (act. 68), pp. 54-55 (act. 69, 71), p. 125 (act. 77), p. 161 (act. 56, 57), p. 166 (act. 69, 70), p. 167 (act. 72, 73).
5b. Identify the cultural elements found in music and short video clips.	SE: p. 36 (act. 11), p. 70 (act. 11, 15), p. 78 (act. 39), p. 108 (act. 9), p. 148 (act. 10-12), p. 186 (act. 15, 16).
5c. Listen to, read, and identify the products from the target culture.	SE: p. 13 (act. 31), p. 34 (act. 1-3), p. 38 (act. 14), p. 39 (act. 20), p. 43 (act. 32, 33), p. 46 (act. 46, 47), p. 47 (act. 49), p. 52 (act. 65), p. 56 (Proyecto en grupo), p. 57 (act. Proyecto individual), pp. 90-91 (act. 82, 83), p. 107 (act. 3), p. 108 (act. 8), p. 110-111 (act. 15, 16, 22, 23), p. 114 (act. 31, 33), pp. 116-117 (act. 39-41, 43, 45), pp. 126-127 (act. 79, 80), pp. 128-129 (act. 83-85), p. 130 (act. Proyecto en grupo), p. 185 (act. 6, 7, 10), p. 195 (act. 48), p. 203 (act. 77, 79, 80), p. 206 (act. Proyecto en grupo), p. 207 (act. Proyecto individual).
<b>CONNECTIONS</b>	
<b>6. Connect with other disciplines while using the target language.</b>	
6a. Use math skills to convert English measurements to metric system and to convert currencies.	SE: p. 117 (act. 43, 44), p. 184 (act. 4).  TE: p. 64 (act. 4).
6b. Locate cities, states, and countries where the target language is spoken.	SE: p. 46 (act. 46), p. 68 (act. 2), p. 107 (act. 3), p. 108 (act. 12), p. 110 (act. 15), p. 111 (act. 22, 23), p. 114 (act. 31-33), p. 116 (act. 41), p. 127 (act. 80), p. 130 (act. Proyecto en grupo), p. 185 (act. 6, 7, 9), p. 206 (act. Proyecto en grupo), p. 207 (act. Proyecto individual).  TE: p. 63 (act. 2), p. 140 (act. 6).
6c. Describe weather in different locations around the world.	SE: p. 112 (act. 24, 26, 27, 28, 30), p. 118 (act. 46, 47).  TE: p. 141 (act. 7). Interactive activities: Ch. 4 (act. 20).

**7. Interpret information related to diverse perspectives in the target culture.**

7a. Exchange ideas on various audio and visual documents to interpret content.	SE: p. 36 (act. 11, Foro de discusión), p. 70 (act. 12, 13), p. 148 (act. 14), p. 186 (act. 17, 18, 19).
7b. Explore authentic websites and materials to interpret topics.	SE: p. 6 (act. 12), p. 19 (act. 46), p. 21 (act. 49, 50), p. 35 (act. 6), p. 43 (act. 32), p. 52 (act. 65), p. 55 (act. 71), p. 56 (act. Proyecto en grupo), p. 68 (act. 1), p. 89 (act. 80), p. 91 (act. 83-86), p. 107 (act. 5), p. 108 (act. 10), p. 114 (act. 31), p. 116 (act. 16), p. 117 (act. 45), p. 118 (act. 51, 52), p. 127 (act. 81), p. 130 (act. Proyecto en grupo), p. 146 (act. 2), p. 159 (act. 42), p. 161 (act. 57), p. 167 (act. 73), p. 168 (act. Proyecto en grupo), p. 185 (act. 13), p. 188 (act. 25), p. 203 (act. 78, 79), p. 206 (act. Proyecto en grupo).

**COMPARISONS**

**8. Identify characteristics of the target language and the native language.**

8a. Observe formal and informal forms of language.	SE: p. 44 (act. 35, 37, 38), p. 87 (act. 75), p. 91 (act. 85), p. 93 (act. Proyecto individual).  TE: p. 10 (act. 21), p. 14 (act. 34), p. 44 (act. 35 Extending).  Interactive activities: Ch. 2 (act. 23), Ch. 3 (act. 39).
8b. Identify word order for dates and placement of descriptors.	SE: p. 110 (act. 16), p. 118 (act. 49, 51).  TE: p. 40 (act. 22 Extending), p. 118 (act. 51-52 Extending).  Interactive activities: Ch. 4 (act. 18).
8c. Identify high-frequency idiomatic expressions.	SE: p. 197 (act. 58).
8d. Identify cognates.	SE: p. 5 (act. 8), p. 14 (act. 32), p. 40 (act. 21), p. 47 (act. 50), p. 51 (act. 62).  TE: p. 7 (act. 11 Extending), p. 8 (act. 16. PLANNING), p. 38 (act. 14. PLANNING), p. 30 (act. 4), p. 38 (act. 14), p. 47 (act. 50), p. 53 (act. 65 Differentiated instruction), p. 74 (act. 22), p. 102 (act. 4), p. 148 (act. 9-12), p. 194 (act. 44).  Interactive activities: Ch. 1 (act. 5).

**9. Identify products, practices, and perspectives of the target culture and the native culture.**

9a. Identify daily routines in the target culture and the native culture.	SE: p. 80 (act. 46), p. 81 (act. 48, 49), p.127 (act. 81), p. 150 (act. 15, 18), p. 158 (act. 38, 40), p. 159 (act. 41, 42), p. 160 (act. 48), p. 184 (act. 1), p. 197 (act. 60).  Interactive activities: Ch. 5 (act. 3, 4, 19, 34),
9b. Identify celebrations in the target culture and the native culture.	SE: p. 125 (act. 77, 78), p. 157 (act. 32, 37), p. 188 (act. 24).  TE: p. 168 (Proyectos, C. Extending), p. 188 (act. 20-22, Planning).
9c. Identify games, stories, songs, and rhymes from the native culture and those from the target culture.	SE: p. 36 (act. 11, 13), p. 39 (act. 15, 17, 18) p. 70 (act. 15).  TE: p. 37 (act. 11, Differentiated instruction), p. 39 (act. 18, Extending), p. 116 (act. 39-40, Extending).

**COMMUNITIES**

**10. Communicate using the target language within the classroom and globally.**

10a. Communicate with speakers of the target language in person or virtually.	SE: p. 45 (act. 41), p. 49 (act. 60), p. 75 (act. 26, 27), p. 93 (act. Proyecto individual), p. 115 (act. 38), p. 191 (act. 32).
10b. Identify professions that utilize the target language.	SE: p. 38 (act. 14), p. 56 (act. Proyecto en grupo).  TE: p. 50 (act. 62b), p. 62 (act. 1).  Interactive activities: Ch. 2 (act. 45, 46), Ch. 3 (act. 36).

**11. Identify opportunities to use the target language beyond the classroom environment.**

11a. Plan real or imaginary travel.	SE: p. 111 (act. 21), p. 127 (act. 82), p. 130 (act. Proyecto en grupo), p. 131 (act. Proyecto individual), p. 191 (act. 32).
11b. Attend or view cultural events in person or virtually.	SE: p. 127 (act. 82), p. 168 (act. Proyecto en grupo).  TE: p. 167 (act. 73, Extending-Differentiated Instruction).