

Instructional Material Program: REPORTEROS 4

Alabama Course of Study: World Languages Grades 7-12

LEVEL IV

Upon completion of Level IV, students may demonstrate proficiency ranging from Intermediate Mid to Intermediate High.

COMMUNICATION - INTERPERSONAL MODE	
1. Communicate and share on familiar and new topics in various time frames and moods	
1a. Initiate, maintain, and conclude a conversation on various topics.	SE: p. 9 (act. 6f), p. 11 (act. 8f), p. 13 (act. 10), p. 39 (act. 5a, 5f), p. 40 (act. 6f), p. 42 (act. 8b), p. 50 (act. 16b), p. 65 (act. 3f), p. 68 (act. 6a, 6c), p. 70 (act. 9a, 9c), p. 71 (act. 9e, 11), p. 77 (act. 15c), p. 79 (act. 18g), p. 80 (act. 19a), p. 91 (act. 1a), p. 93 (act. 2b, 2e), p. 95 (act. 3e), p. 97 (act. 7f), p. 99 (act. 9), p. 101 (act. 10h), p. 107 (act. 16c, 17b), p. 127 (act. 7c), p. 135 (act. 15), p. 151 (act. 2c, 2f), p. 155 (act. 5a, 5d, 6), p. 159 (act. 13), p. 165 (act. 17b), p. 167 (act. 19f, 19g)
1b. Use the target language to communicate about subjects of particular interest to students.	SE: p. 7 (act. 5b, 5g), p. 9 (act. 6e), p. 15 (act. 11c, 11i), p. 17 (act. 13), p. 21 (act. 16a), p. 22 (act. 18a), p. 40 (act. 6a), p. 43 (act. 9a, 9c, 10), p. 47 (act. 13a, 13c, 13e), p. 49 (act. 14a, 14e), p. 67 (act. 5a), p. 69 (act. 8d), p. 70 (act. 9a, 9c), p. 95 (act. 4b), p. 103 (act. 11a), p. 105 (act. 13d), p. 107 (act. 16d), p. 126 (act. 6b, 6c), p. 129 (act. 9b, 9c), p. 135 (act. 14c), p. 152 (act. 3a), p. 158 (act. 11a), p. 159 (act. 12d), p. 163 (act. 16a, 16e), p. 165 (act. 17f), p. 168 (act. 20a)
1c. Use the target language to handle tasks that may contain a complication.	SE: p. 1 (act. 1a), p. 3 (act. 2a), p. 3 (act. 2e), p. 5 (act. 3d), p. 7 (act. 5a, 5e), p. 9 (act. 6d, 7), p. 11 (act. 8a, 8b), p. 13 (act. 9a), p. 15 (act. 11g, 11h), p. 19 (act. 14c, 14d, 14e), p. 33 (act. 1a), p. 35 (act. 2f), p. 37 (act. 4f), p. 39 (act. 5c, 5d), p. 41 (act. 7a), p. 45 (act. 11c, 11d, 12), p. 49 (act. 14d), p. 61 (act. 1a), p. 63 (act. 2e, 2f), p. 64 (act. 3a), p. 69 (act. 8a, 8b, 8c), p. 73 (act. 12d, 12e, 13), p. 75 (act. 14d, 14e), p. 95 (act. 4a, 4b), p. 96 (act. 6), p. 97 (act. 7d, 7e), p. 99 (act. 8d), p. 101 (act. 10e, 10f, 10g), p. 105 (act. 13e), p. 107 (act. 17a), p. 109 (act. 19b), p. 121 (act. 1a), p. 125 (act. 5e, 5f), p. 127 (act. 7b, 8), p. 129 (act. 9f, 9h), p. 130 (act. 10a), p. 131 (act. 10d, 10e, 10f), p. 137 (act. 17), p. 149 (act. 1a), p. 153 (act. 3d), p. 157 (act. 9d, 10a, 10b), p. 161 (act. 14c, 15)

COMMUNICATION - INTERPRETIVE MODE

2. Interpret, restate, and react to what is heard, read, or viewed on familiar and new topics.

<p>2a. Give main ideas, supporting details, and justify inferences in selected texts.</p>	<p>SE: p. 3 (act. 2b, 2c), p. 5 (act. 3a, 3b, 3c), p. 7 (act. 5c, 5d), p. 8 (act. 6a, 6b) p. 9 (act. 6c, 8e), p. 11 (act. 8e, Cultura), p. 13 (act. 9b, 9c), p. 15 (act. 11d, 11e, 11f), p. 16 (act. 12a, 12b), p. 17 (act. 12c, 12d), p. 21 (act. 16b, 16c, 16d, 16e), p. 22 (act. 18b, 19a, Cultura), p. 23 (act. 19b, 19c), p. 35 (act. 2e), p. 37 (act. 4a, 4b, 4c, 4d, 4e, Cultura), p. 39 (act. 5b, 5c, 5d, 5e, Cultura), p. 40 (act. 6b, 6c, 6d, 6e), p. 41 (act. 7b, 7c, Cultura), p. 42 (act. 8a), p. 43 (act. 9b), p. 44 (act. 11a, 11b), p. 45 (act. 11c, 11e), p. 47 (act. 13c), p. 49 (act. 14b, 14c, 14d), p. 50 (act. 16a, 16b, 16c, 16d), p. 51 (act. 17a), p. 63 (act. 2b, 2c, 2d,), p. 64 (act. 3b), p. 65 (act. 3c, 3d, 3e), p. 67 (act. 5b, 5c, 5d, 5e), p. 68 (act. 6a, 6b, Cultura), p. 69 (act. 8a), p. 70 (act. 9b), p. 71 (act. 10a, 10b), p. 72 (act. 12a, 12b, 12c), p. 75 (act. 14b, 14c, 14d), p. 77 (act. 15a, 15b, Cultura), p. 80 (act. 19c, 19d, 19e), p. 81 (act. 20a, 20b), p. 93 (act. 2c, 2d, Cultura), p. 94 (act. 3b, 3c), p. 95 (act. 3d), p. 96 (act. Cultura), p. 97 (act. 7d), p. 99 (act. 8b, 8c), p. 101 (act. 10a, 10e, Cultura), p. 103 (act. 11b, 11c, 11d, 11e), p. 105 (act. 13a, 13b, 13c, Cultura), p. 106 (act. 15), p. 107 (act. 16a, 16b), p. 108 (act. 18), p. 109 (act. 19a), p. 122 (act. 2a, 2b), p. 123 (act. 3a, 3b, 3c), p. 125 (act. 5a, 5b, 5c, 5d, 5e), p. 127 (act. 7a, 7b, Cultura), p. 129 (act. 9a, 9c, 9d, 9e, 9f, 9g, 9h), p. 131 (act. Cultura), p. 132 (act. 11b), p. 134 (act. 13a, 13b, 13c), p. 135 (act. 14a, 14b), p. 136 (act. 16a), p. 137 (act. 16b, 16c), p. 138 (act. 18b, 18c, 18d), p. 139 (act. 19), p. 151 (act. 2b, 2d, 2e), p. 152 (act. 3b, 3c, Cultura), p. 155 (act. 5b, 5c), p. 156 (act. 7a, 7b), p. 157 (act. 9a, 9b, 9c), p. 158 (act. 11b), p. 159 (act. 12a, 12b, 12c), p. 160 (act. 14a), p. 161 (act. 14b, 14d), p. 163 (act. 16b, 16c, 16d), p. 165 (act. 17a, 17c, 17d), p. 167 (act. Cultura), p. 168 (act. 20c, 20d, 20e), p. 169 (act. 21)</p>
<p>2b. Identify themes, settings, characters, and plot lines found in literary texts.</p>	<p>SE: p. 11 (act. 8c, 8d), p. 79 (act. 18c, 18d, 18e), p. 101 (act. 10b, 10c, 10d), p. 131 (act. 10b, 10c, 10d, 10e), p. 167 (act. 19a, 19b, 19c, 19d, 19e, 19f, 19g)</p>
<p>2c. Use background knowledge from other disciplines to understand spoken and written information in the target language.</p>	<p>SE: p. 1 (act. 1b), p. 14 (act. 11a, 11b), p. 19 (act. 14a, 14b), p. 33 (act. 1b), p. 35 (act. 2b, 2c, 2d), p. 61 (act. 1b), p. 63 (act. 2a), p. 77 (act. 17), p. 79 (act. 18a, 18b), p. 80 (act. 19b), p. 91 (act. 1b), p. 93 (act. 2a), p. 94 (act. 3a), p. 96 (act. 7a, 7b), p. 97 (act. 7c), p. 110 (act. 20a, 20b, 20c), p. 111 (act. 21), p. 121 (act. 1b), p. 132 (act. 11a), p. 149 (act. 1b), p. 168 (act. 20b)</p>

COMMUNICATION - PRESENTATIONAL MODE

3. Present information on familiar and new topics in various time frames and aspects using varied vocabulary and more complex sentence structure.

3a. Express needs, wants and preferences with supporting reasons.	SE: p. 7 (act. 5f), p. 21 (act. 17), p. 73 (act. 12e) p. 43 (act. 9a), p. 49 (act. 15), Workbook: p. 105 (act. 20) TE: p. 70 (act. 9d Gallery walk)
3b. Present information on academic and work-related topics.	SE: p. 3 (act. 2d), p. 5 (act. 4), p. 19 (act. 15), p. 21 (act. 16f), p. 23 (act. 20), p. 35 (act. 2a, 3), p. 37 (act. 4g), p. 39 (act. 5g), p. 47 (act. 13d), p. 49 (act. 15), p. 51 (act. 17b, 18), p. 58 (Proyecto final), p. 63 (act. 2g), p. 65 (act. 4), p. 68 (act. 7), p. 69 (act. 8c), p. 71 (act. 9d), p. 74 (act. 14a), p. 75 (act. 14e), p. 77 (act. 16), p. 79 (act. 18f), p. 81 (act. 21), p. 88 (Proyecto final), p. 95 (act. 5), p. 99 (act. 8a), p. 101 (act. 10g), p. 103 (act. 12), p. 105 (act. 14), p. 111 (act. 22a, 22b), p. 122 (act. 2c), p. 123 (act. 4), p. 125 (act. 5g), p. 126 (act. 6a), p. 131 (act. 10f), p. 133 (act. 11c, 12a, 12b), p. 138 (act. 18a), p. 139 (act. 20), p. 146 (Proyecto final), p. 151 (act. 2a), p. 153 (act. 3d, 4), p. 156 (act. 8), p. 157 (act. 9e, Cultura), p. 165 (act. 17e), p. 167 (act. Cultura), p. 169 (act. 22a, 22b), p. 176 (Proyecto final)
3c. Present information about common age-appropriate issues.	SE: p. 30 (Proyecto final), p. 118 (Proyecto final), p. 125 (act. 5h), p. 135 (act. 14d), p. 163 (act. 16f), p. 165 (act. 18)

CULTURE

4. Investigate perspectives through practices of the target cultures.

4a. Explain how behaviors in the target culture relate to and reflect different types of relationships.	SE: p. 39 (act. 5e, 5f), p. 50 (act. 16c, 16d), p. 51 (act. 17a)
4b. Interact through role-play in a variety of familiar and unfamiliar environments.	SE: p. 13 (act. 10), p. 43 (act. 10), p. 71 (act. 11), p. 99 (act. 9), p. 107 (act. 17b), p. 127 (act. 8), p. 135 (act. 15), p. 155 (act. 6), p. 159 (act. 13)
4c. Plan hands-on activities related to cultural practices.	SE: p. 118 (Proyecto final), p. 127 (act. 8), p. 146 (Proyecto final), p. 176 (Proyecto final) TE: p. 100 (Boot your teaching, Creativity), p. 138 (Boost your teaching, Kinesthetic learners)

5. Investigate perspectives through products of the target cultures

5a. Analyze the importance of products of the target culture, related to arts, crafts, and graphic representations.	SE: p. 105 (act. 13a, 13b, 13c), p. 125 (act. 5c), p. 126 (act. 6a, 6b), p. 127 (act. 7c), p. 133 (act. 12a), p. 138 (act. 18b, 18c, 18d), p. 165 (act. 18), p. 167 (act. Cultura), p. 176 (Proyecto final)
5b. Analyze the cultural elements of music and short video clips.	SE: p. 8 (act. 6b), p. 15 (act. 11e), p. 22 (act. 18b, 19a), p. 23 (act. 19b, 19c, 20), p. 40 (act. 6b, 6c, 6d, 6e), p. 41 (act. 7a, 7b, 7c, Cultura), p. 94 (act. 3c), p. 96 (act. 7b), p. 97 (act. 7f), p. 129 (act. 9a, 9c), p. 132 (act. 11a, 11b), p. 152 (act. 3b, 3c), p. 163 (act. 16f), p. 165 (act. 17a, 17e), p. 176 (Proyecto final)

CONNECTIONS

6. Connect with other disciplines while using the target language in a variety of time frames and moods.

6a. Explain characteristics of countries where target language is spoken.	SE: p. 3 (act. 2d), p. 5 (act. 4), p. 19 (act. 14e), p. 21 (act. 16c), p. 23 (act. 20), p. 35 (act. 2e), p. 65 (act. 4), p. 80 (act. 19a), p. 81 (act. 20), p. 95 (act. 5), p. 97 (act. 7c, 7f), p. 111 (act. 21), p. 122 (act. 2c), p. 153 (act. 4), p. 169 (act. 21, 22a, 22b)
6b. Present information on topics across disciplines in a variety of time frames and moods.	SE: p. 7 (act. 5b, 5g), p. 22 (act. 18b), p. 23 (act. 20), p. 39 (act. 5g), p. 49 (act. 15), p. 63 (act. 2g), p. 65 (act. 4), p. 68 (act. 7), p. 81 (act. 21), p. 88 (Proyecto final), p. 93 (act. 2e), p. 96 (act. 7b), p. 106 (act. 15), p. 111 (act. 21, 22a, 22b), p. 139 (act. 20), p. 153 (act. 4), p. 169 (act. 22a, 22b)
6c. Explain the importance of influential figures from the target culture, past and present.	SE: p. 5 (act. 3c), p. 7 (act. 5g), p. 103 (11b, 11c), p. 125 (act. 5d), p. 127 (act. 7c), p. 133 (act. 11c), p. 155 (act. 5b, 5d), p. 176 (Proyecto final)

7. Acquire information related to diverse perspectives in the target culture in a variety of time frames and moods.	
7a. Explain how current events are reported in target culture and at home.	SE: p. 5 (act. 3a), p. 19 (act. 14a) TE: p. 160 (Boost your teaching, Authentic resources)
7b. Compare and contrast advertisements from target culture and local media.	SE: p. 19 (act. 15), p. 122 (act. 2c), p. 134 (act. 13a) TE: p. 19 (Differentiated instruction, 15), p. 80 (Boost your teaching, 21)
7c. Explain the importance of influential figures from the perspective of the target culture.	SE: p. 103 (11b, 11c), p. 125 (act. 5c, 5d, 5f), p. 127 (act. 7c), p. 132 (act. 11b), p. 155 (act. 5b), p. 176 (Proyecto final)
COMPARISONS	
8. Compare characteristics of the target language and the native language in a variety of time frames and moods.	
8a. Explain idiomatic expressions appropriately.	SE: p. 21 (act. 16d), p. 95 (act. 3d), p. 129 (act. 9e, 9f), p. 151 (act. 2e)
8b. Compare and contrast formal and informal registers of language.	SE: p. 17 (act. 12c), p. 45 (act. 11e), p. 50 (act. 16c), p. 51 (act. 17a) TE: p. 17 (Differentiated instruction)
9. Compare products, practices, and perspectives of the target culture and the native culture in a variety of time frames and moods	
9a. Compare and contrast personal experiences of the target culture to the native culture.	SE: p. 105 (act. 13d), p. 107 (act. 16c), p. 135 (act. 14d)
9b. Explain cultural practices in the target culture.	SE: p. 21 (act. 16f), p. 39 (act. 5g), p. 50 (act. 16c), p. 51 (act. 17a), p. 105 (act. 13c), p. 106 (act. 15), p. 107 (act. 16b), p. 118 (Proyecto final), p. 134 (act. 13a, 13b, 13c)

9c. Compare products in the target culture to the native culture.	SE: p. 7 (act. 5g), p. 11 (Cultura), 19 (act. 15), p. 21 (act. 16f), p. 22 (Cultura), p. 35 (act. 3), p. 37 (act. 4g, Cultura), p. 41 (Cultura), p. 68 (act. 7), p. 77 (Cultura, 17), p. 125 (act. 5h), p. 127 (act. Cultura), p. 131 (Cultura), p. 135 (act. 14d), p. 138 (act. 18a), p. 139 (act. 20), p. 157 (act. Cultura), p. 167 (act. Cultura)
COMMUNITIES	
10. Interact using the target language within the classroom and globally in a variety of time frames and moods.	
10a. Exchange information with speakers of the target language in person or virtually in a variety of time frames and moods.	SE: p. 17 (act. 13), p. 43 (act. 10), p. 73 (act. 13), p. 161 (act. 15)
10b. Simulate interactions and personal experiences that would occur in the target culture.	SE: p. 43 (act. 10), p. 45 (act. 12), p. 51 (act. 17b), p. 71 (act. 11), p. 73 (act. 13), p. 99 (act. 9), p. 107 (act. 17b), p. 109 (act. 19b), p. 118 (Proyecto final), p. 135 (act. 15), p. 137 (act. 17), p. 155 (act. 6), p. 159 (act. 13), p. 161 (act. 15)
11. Explore opportunities to use the target language beyond the classroom environment in a variety of time frames and moods.	
11a. Analyze authentic materials to learn more about topics studied in class.	SE: p. 3 (act. 2e), p. 5 (act. 3a, 3b, 3c), p. 40 (act. 6c, 6d, 6e), p. 58 (Proyecto final), p. 63 (act. 2b, 2c, 2g), p. 70 (act. 9b, 9c), p. 88 (Proyecto final), p. 99 (act. 8b, 8c), p. 122 (act. 2c), p. 176 (Proyecto final)
11b. Explore the internet to find authentic websites of current events and cultural interests.	SE: p. 3 (act. 2e), p. 68 (act. 7), p. 88 (Proyecto final), p. 93 (act. 2e), p. 118 (Proyecto final), p. 122 (act. 2c), p. 146 (Proyecto final), p. 176 (Proyecto final) TE: p. 91 (Differentiated instruction 1A), p. 135 (Differentiated instruction, Heritage learners)
11c. Plan a community event which promotes the target culture.	SE: p. 58 (Proyecto final), p. 118 (Proyecto final), p. 146 (Proyecto final)