

Instructional Material Program: ALBA Y GAEL 1

Alabama Course of Study: World Languages Grades K-8 - Novice High Proficiency Range

COMMUNICATION - INTERPERSONAL MODE

1. Exchange simple spoken and written information in the target language, utilizing cultural references where appropriate.

1a. Communicate and exchange information on familiar topics using simple sentences.	SE: pp. 10-11 (act. La ilustración principal), pp. 16-17 (act. La ilustración principal), p. 24 (act. 2), pp. 28-29 (act. La ilustración principal), p. 30 (act. 1), pp. 40-41 (act. La ilustración principal), p. 43 (act. 5), p. 45 (act. 5b), pp. 52-53 (act. La ilustración principal), p. 57 (act. 4), pp. 64-65 (act. La ilustración principal), pp. 76-77 (act. La ilustración principal)
1b. Engage in short social interactions with peers.	SE: p. 14 (act. 5), p. 18 (act. 2), p. 19 (act. 4), p. 20 (act. 2), p. 21 (act. 5), p. 22 (act. 2), p. 26 (act. 2), p. 30 (act. 2), p. 31 (act. 4b), p. 32 (act. 2), p. 33 (act. 4b), p. 34 (act. 2), p. 36 (act. 2), p. 42 (act. 2), p. 44 (act. 2), p. 46 (act. 2), p. 47 (act. 4), p. 48 (act. 3), p. 54 (act. 2), p. 56 (act. 2), p. 57 (act. 5), p. 58 (act. 2), p. 62 (act. 3), p. 66 (act. 2), p. 67 (act. 5), p. 68 (act. 2), p. 69 (act. 4), p. 70 (act. 2), p. 78 (act. 2), p. 80 (act. 2), p. 82 (act. 2), p. 83 (act. 4)
1c. Exchange some personal information with peers.	SE: p. 47 (act. 5), p. 58 (act. 3), p. 59 (act. 4c), p. 68 (act. 3), p. 69 (act. 4), p. 79 (act. 5), p. 81 (act. 4) Authentic Resources (General Resources): U1 (act. 7), U2 (act. 7), U3 (act. 6)
1d. Write simple descriptions and short messages on familiar topics.	p. 47 (act. 5), p. 59 (act. 4c) Authentic Resources (General Resources): U2 (act. 5) Workbook: U6 (act. 11b)

COMMUNICATION - INTERPRETIVE MODE

2. Demonstrate an understanding of simple spoken or written language presented through a variety of media resources on familiar topics.

<p>2a. Report on content of a brief written or spoken message on familiar topics. Examples: Emails, personal notes, letters, text messages.</p>	<p>SE: p. 26 (act. 1), p. 62 (act. 1) Authentic Resources (General Resources): U3 (act. 1), U6 (act. 2)</p>
<p>2b. Identify the main idea in various media such as texts, posters, videos, etc.</p>	<p>SE: p. 26 (act. 1), p. 43 (act. 5), p. 46 (act. 3), p. 50 (act. 1), p. 62 (act. 1), p. 70 (act. 3), p. 82 (act. 3)</p>
<p>2c. Identify the main characters of a story.</p>	<p>SE: p. 18 (act. 1), p. 20 (act. 1), p. 22 (act. 1), p. 30 (act. 1), p. 32 (act. 1), p. 34 (act. 1), p. 42 (act. 1), p. 44 (act. 1), p. 46 (act. 1), p. 54 (act. 1), p. 56 (act. 1), p. 58 (act. 1), p. 66 (act. 1), p. 68 (act. 1), p. 70 (act. 1), p. 78 (act. 1), p. 80 (act. 1), p. 82 (act. 1)</p>
<p>2d. Recall details in simple texts that contain familiar vocabulary.</p>	<p>SE: p. 50 (act. 1a, 1b) Workbook: U1 (act. 1), U2 (act. 1, 8), U3 (act. 1), U4 (act. 1, 2, 3), U5 (act. 1), U6 (act. 1)</p>

COMMUNICATION - PRESENTATIONAL MODE

3. Present material in oral and written form.

<p>3a. Present basic information of familiar topics using simple sentences.</p>	<p>SE: p. 26 (act. 3), p. 27 (act. 4), p. 39 (act. 5), p. 51 (act. 3), p. 55 (act. 5), p. 63 (act. 4), p. 75 (act. 5), p. 87 (act. 4)</p>
<p>3b. Write information about daily life in a letter, blog, or email.</p>	<p>SE: p. 72 (act. 3) Workbook: U3 (act. 12), U6 (act. 11)</p>
<p>3c. Write basic information about learned material.</p>	<p>SE: p. 15 (act. 6), p. 35 (act. 4b), p. 47 (act. 5), p. 51 (act. 1), p. 59 (act. 4c), p. 71 (act. 4), p. 72 (act. 2), p. 75 (act. 1), p. 79 (act. 4b), pp. 82-83 (act. 3)</p>

CULTURES

4. Investigate, explain, and reflect on the relationship among the products, practices, and perspectives of the target cultures.

4a. Use appropriate gestures and etiquette from the target culture.	SE: p. 18 (act. 2), p. 19 (act. 4), p. 20 (act. 3), p. 21 (act. 4, 5), p. 30 (act. 2), p. 31 (act. 4b), p. 32 (act. 2)
4b. Observe and analyze patterns of behavior typical of the target culture.	SE: p. 18 (act. 1, 2, 3), p. 19 (act. 4), p. 20 (act. 1, 2, 3), p. 26 (act. 2), p. 30 (act. 1, 2), p. 31 (act. 4b), p. 32 (act. 1, 2), p. 50 (act. 1a, 1b), p. 59 (act. 4a, 4b), p. 67 (act. 4, 5), p. 68 (act. 1, 2), p. 74 (act. 3)
4c. Draw conclusions about target culture values based on authentic materials.	SE: p. 26 (act. 2) Authentic Resources (General Resources): Unit 3 (act. 1), Unit 5 (act. 5)

CONNECTIONS

5. Link target language and other subject areas to acquire information and develop diverse cultural perspectives.

5a. Acquire and expand vocabulary related to age-appropriate school content.	SE: p. 13 (act. 3b), p. 15 (act. 6), p. 22 (act. 3), p. 23 (act. 6), p. 24 (act. 1), p. 30 (act. 3), p. 32 (act. 3), p. 36 (act. 1), p. 42 (act. 3), p. 43 (act. 4), p. 45 (act. 4), p. 48 (act. 1), p. 50 (act. 1, 2), p. 54 (act. 3), p. 55 (act. 4), p. 60 (act. 1), p. 61 (act. 2), p. 66 (act. 3), p. 69 (act. 4), p. 70 (act. 3), p. 72 (act. 1), p. 74 (act. 3), p. 78 (act. 3), p. 81 (act. 4), pp. 82-83 (act. 3), p. 84 (act. 1)
--	--

COMPARISONS

6. Investigate, analyze, and reflect on similarities and differences between the target and native languages.

6a. Compare similarities and differences in writing systems of native and target languages.	SE: p. 24 (act. 1), p. 25 (act. 1, 2), p. 30 (act. 3), p. 36 (act. 1), p. 37 (act. 1), p. 42 (act. 3), p. 48 (act. 1), p. 49 (act. 1), p. 54 (act. 3), p. 60 (act. 1), p. 61 (act. 1), p. 73 (act. 1, 2, 3), p. 85 (act. 1, 2)
6b. Recognize idiomatic expressions in the target and native languages.	
6c. Compare and contrast patterns of spoken communication such as intonation and register.	SE: p. 18 (act. 1, 2), p. 22 (act. 1, 2), p. 30 (act. 1, 2), p. 32 (act. 1, 2), p. 42 (act. 1, 2), p. 44 (act. 1, 2), p. 46 (act. 1, 2), p. 54 (act. 1, 2), p. 56 (act. 1, 2), p. 58 (act. 1, 2), p. 78 (act. 1, 2), p. 80 (act. 1, 2)

6d. Compare and contrast patterns of written communication such as style, syntax, and audience.	SE: p. 25 (act. 1, 2), p. 47 (act. 5), p. 49 (act. 1, 2, 3), p. 61 (act. 1), p. 73 (act. 1, 2, 3), p. 85 (act. 1, 2)
<p>7. Investigate, analyze, and reflect on similarities and differences between the target and native cultures.</p>	
7a. Hypothesize about relationships between cultural practices and cultural perspectives.	SE: p. 38 (act. 1, 2), p. 62 (act. 1, 2), p. 74 (act. 3) TE: pp. 16-17 (La ilustración principal), pp. 28-29 (La ilustración principal), pp. 52-53 (La ilustración principal)
7b. Identify cultural patterns of behavior in a variety of settings.	SE: pp. 10-11 (La ilustración principal), pp. 16-17 (La ilustración principal), p. 18 (act. 2, 3), p. 19 (act. 4), p. 20 (act. 3), p. 28-29 (La ilustración principal), p. 31 (act. 4b)
7c. Speculate as to why certain products originate in a particular culture.	SE: p. 50 (act. 1b), p. 62 (act. 2) p. 74 (act. 1, 2, 3)
COMMUNITIES	
<p>8. Acquire the ability to interact in the target culture beyond the classroom and set goals for life-long learning.</p>	
<p>Examples:</p> <ul style="list-style-type: none"> • Conduct research and report on a cultural topic. • Identify professions that require proficiency in another language. • Determine the “what” and “how” of their future learning. 	SE: p. 15 (act. 6), p. 71 (act. 4), p. 86 (act. 1) TE: p. 130 (act. 1)