

Instructional Material Program: ALBA Y GAEL 2

Alabama Course of Study: World Languages Grades K-8 - Intermediate Low Proficiency Range

COMMUNICATION - INTERPERSONAL MODE

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

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| 1a. Converse on familiar topics connecting basic sentences to provide information. | SE: pp. 10-11 (act. ¡Qué sorpresa!), p. 12 (act. 1b), p. 13 (act. 3, 4), p. 14 (act. 5b), p. 16 (act. 1), pp. 18-19 (act. El equipo del barrio), p. 22 (act. 8), p. 25 (act. 7), p. 26 (act. 2), p. 27 (act. 1, 2, 3), pp. 30-31 (act. El ropero de Gael), p. 32 (act. 3), p. 33 (act. 5), p. 37 (act. 6, 7), p. 38 (act. 2), p. 39 (act. 1, 2), pp. 42-43 (act. La fiesta del colegio), p. 44 (act. 3a), p. 45 (act. 5), p. 48 (act. 5), p. 49 (act. 8), p. 50 (act. 2, 3), p. 51 (act. 1, 2, 3), pp. 54-55 (act. El barrio de Gael), p. 56 (act. 1, 2, 3), p. 57 (act. 5), p. 59 (3a, 3b), p. 60 (act. 5), p. 61 (act. 7), p. 62 (act. 1, 2), p. 63 (act. 1, 2), p. 65 (act. 1, 2, 3, 4), pp. 66-67 (act. ¡Vamos a la granja!), p. 71 (act. 2), p. 74 (act. 1, 2), p. 75 (act. 1, 2), p. 77 (act. 1, 2, 3, 4, 5), pp. 78-79 (act. Vacaciones en México), p. 82 (act. 5b), p. 83 (act. 3), p. 85 (act. 5), p. 86 (act. 2), p. 89 (act. 1, 2, 3, 4) |
| 1b. Ask and answer questions on factual information familiar to the student. | SE: p. 14 (act. 5a, 5b), p. 16 (act. 1), p. 22 (act. 8), p. 33 (act. 5), p. 37 (act. 6), p. 41 (act. 1), p. 44 (act. 3a), p. 45 (act. 5), p. 48 (act. 5), p. 49 (act. 8), p. 50 (act. 3), p. 52 (act. 3), p. 56 (act. 2, 3), p. 57 (act. 5), p. 62 (act. 2), p. 71 (act. 2), p. 74 (act. 2), p. 82 (act. 5b), p. 83 (act. 3), p. 85 (act. 5) |
| 1c. Retell information with details about what is read, heard, and seen. | SE: pp. 10-11 (act. ¡Qué sorpresa!), p. 12 (act. 1b), p. 13 (act. 3), pp. 18-19 (act. El equipo del barrio), p. 25 (act. 7), p. 26 (act. 2), pp. 30-31 (act. El ropero de Gael), p. 34 (act. 7a), p. 37 (act. 6, 7), p. 38 (act. 1), pp. 42-43 (act. La fiesta del colegio), p. 50 (act. 2), p. 52 (act. 3), pp. 54-55 (act. El barrio de Gael), p. 61 (act. 7), pp. 66-67 (act. ¡Vamos a la granja!), p. 76 (act. 2), pp. 78-79 (act. Vacaciones en México), |
| 1d. Write a series of sentences on familiar topics. | SE: p. 14 (act. 5b), p. 16 (act. 1), p. 49 (act. 8), p. 50 (act. 3), p. 61 (act. 7) Authentic Resources: U3 (act. 7), U4 (act. 6), U6 (act. 5) Interactive Workbook: U1 (act. 6), U6 (act. 12) |

COMMUNICATION - INTERPRETIVE MODE

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

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| 2a. React to news clips, articles, or reports on current issues. | SE: p. 21 (act. 4a), p. 24 (act. 4, 5), p. 35 (act. 2, 3), p. 36 (act. 4, 5), p. 40 (act. 1), p. 44 (act. 2), p. 45 (act. 3b), p. 46 (act. 6a, 6b), p. 52 (act. 1, 2, 3), p. 57 (act. 4a, 5), p. 59 (act. 2), p. 64 (act. 1), p. 69 (act. 4), p. 70 (act. 5a, 5b, 5c), p. 71 (act. 2, 3), p. 72 (act. 4a, 4b), p. 76 (act. 1), p. 80 (act. 3), p. 82 (act. 5a), p. 84 (act. 4), p. 87 (act. 1, 2, 3), p. 88 (act. 1) |
| 2b. Describe main themes with significant details on topics of current interest. | SE: pp. 10-11 (act. ¡Qué sorpresa!), p. 12 (act. 1, 2), p. 14 (act. 5a, 6), p. 16 (act. 2), pp. 18-19 (act. El equipo del barrio), p. 20 (act. 1, 2, 3), p. 21 (act. 5), p. 22 (act. 6a, 6b), p. 23 (act. 1, 2, 3), p. 25 (act. 6), p. 26 (act. 1), p. 27 (act. 1, 2, 3), p. 28 (act. 1), pp. 30-31 (act. El ropero de Gael), p. 28 (act. 1), p. 32 (act. 1, 2, 3), p. 33 (act. 4a, 5), p. 34 (act. 6), p. 35 (act. 1, 2, 3), p. 36 (act. 4, 5), p. 38 (act. 1, 3), p. 39 (act. 1, 2), p. 40 (act. 1), pp. 42-43 (act. La fiesta del colegio), p. 44 (act. 1, 2), p. 45 (act. 3b, 4), p. 46 (act. 6a, 6b), p. 47 (act. 2, 3), p. 48 (act. 4), p. 49 (act. 7), p. 50 (act. 1), p. 52 (act. 2, 3), pp. 54-55 (act. El barrio de Gael), p. 58 (act. 6), p. 59 (act. 3a, 3b), p. 60 (act. 4), p. 62 (act. 1), p. 64 (act. 1), pp. 66-67 (act. ¡Vamos a la granja!), p. 68 (act. 1, 2, 3), p. 70 (act. 5a, 5b, 5c), p. 71 (act. 1, 2, 3), p. 72 (act. 4a, 4b), p. 73 (act. 5), p. 74 (act. 1, 3), p. 76 (act. 1), pp. 78-79 (act. Vacaciones en México), p. 80 (act. 1, 2, 3), p. 81 (act. 4a, 4b), p. 82 (act. 5a), p. 83 (act. 2), p. 84 (act. 4), p. 86 (act. 1), p. 87 (act. 1, 2, 3), p. 88 (act. 1) |
| 2c. Find basic information in an announcement, article, or other text. | SE: p. 14 (act. 5a, 6), p. 23 (act. 1, 2, 3), p. 28 (act. 1), p. 32 (act. 3), p. 45 (act. 3b), p. 46 (act. 6a), p. 52 (act. 1, 2, 3), p. 70 (act. 5a, 5b), p. 72 (act. 4b), p. 82 (act. 5a) |

COMMUNICATION - PRESENTATIONAL MODE

3. Present material in oral and written form.

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| 3a. Present information on familiar topics using a variety of simple sentences. | SE: p. 15 (act. 7a, 7b), p. 16 (act. 1, 3), p. 17 (act. 1, 2, 3, 4), p. 21 (act. 4b), p. 22 (act. 7), p. 29 (act. 4, 5), p. 33 (act. 4b), p. 34 (act. 7b), p. 41 (act. 4), p. 46 (act. 7), p. 52 (act. 3), p. 53 (act. 1, 2, 3, 4), p. 57 (act. 4b), p. 64 (act. 2), p. 65 (act. 1, 2, 3, 4), p. 73 (act. 6), p. 76 (act. 2), p. 77 (act. 1, 2, 3, 4, 5), p. 88 (act. 2), p. 89 (act. 1, 2, 3, 4) |
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| 3b. Present songs, short skits, or dramatic readings. | <p>SE: p. 13 (act. 4), p. 26 (act. 3), p. 37 (act. 8), p. 40 (act. 2), p. 48 (act. 6), p. 58 (act. 7), p. 73 (act. 7)</p> <p>Interactive Workbook: U3 (act. 13), U6 (act. 10b)</p> |
| 3c. Write about topics of interests. | <p>SE: p. 15 (act. 7b), p. 16 (act. 3), p. 21 (act. 4b), p. 29 (act. 3), p. 33 (act. 4b), p. 41 (act. 3), p. 46 (act. 7), p. 52 (act. 3), p. 65 (act. 1), p. 73 (act. 6), p. 76 (act. 2), p. 77 (act. 2), p. 88 (act. 2), p. 89 (act. 2)</p> |

CULTURES

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

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| 4a. Engage in conversation demonstrating culturally respectful behavior. | <p>SE: pp. 10-11 (act. ¡Qué sorpresa!), p. 12 (act. 1), pp. 18-19 (act. El equipo del barrio), p. 26 (act. 2), p. 28 (act. 1), pp. 30-31 (act. El ropero de Gael), p. 33 (act. 5), p. 40 (act. 1), pp. 42-43 (act. La fiesta del colegio), pp. 54-55 (act. El barrio de Gael), p. 59 (act. 2), p. 64 (act. 1), pp. 66-67 (act. ¡Vamos a la granja!), p. 72 (act. 4a, 4b), p. 76 (act. 1), pp. 78-79 (act. Vacaciones en México), p. 81 (act. 4a, 4b), p. 82 (act. 5b), p. 83 (act. 1, 2, 3), p. 84 (act. 4)</p> |
| 4 b. Identify and research an area of interest in the target culture. | <p>SE: p. 52 (act. 3), p. 89 (act. 1)</p> <p>TE: p. 87 (act. 3)</p> <p>Interactive Workbook: U5 (act. 12)</p> <p>Authentic Resources: U1 (act. 4)</p> |
| 4c. Participate in age-appropriate cultural practices such as games, sports, and entertainment. | <p>SE: p. 13 (act. 3), p. 14 (act. 5), p. 33 (act. 5), p. 48 (act. 5), p. 50 (act. 2)</p> <p>TE: p. 34 (act. 4b), p. 73 (act. La ilustración principal - “veoveo” game), pp. 82-83 (act. 2)</p> <p>Interactive Workbook: U4 (act. 2), U5 (act. 9)</p> <p>General Resources: Board games</p> |

CONNECTIONS

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

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| 5a. Acquire, expand, and apply vocabulary related to age-appropriate school content. | p. 12 (act. 2), p. 13 (act. 4), p. 16 (act. 2, 3), p. 17 (act. 1, 2, 3, 4), pp. 18-19 (act. El equipo del barrio), p. 34 (act. 6), p. 36 (act. 4, 5), p. 38 (act. 2), p. 41 (act. 1, 2, 3, 4), p. 45 (act. 3b), p. 52 (act. 1, 2, 3), p. 60 (act. 5), p. 61 (act. 6), p. 64 (act. 1, 2), p. 65 (act. 1, 2, 3, 4), p. 71 (act. 2, 3), p. 74 (act. 2), p. 73 (act. 5, 6), p. 76 (act. 1, 2), p. 77 (act. 1, 2, 3, 4, 5), p. 80 (act. 2), p. 88 (act. 1, 2), p. 89 (act. 1, 2, 3, 4) |
| 5b. Use materials intended for same-age speakers of the target language. | SE: p. 13 (act. 4), p. 26 (act. 3), p. 37 (act. 8), p. 40 (act. 1), p. 48 (act. 6), p. 52 (act. 3), p. 58 (act. 7), p. 64 (act. 1), p. 73 (act. 7), p. 76 (act. 1), p. 85 (act. 6), p. 88 (act. 1) Authentic Resources: U2 (act. 4, 5), U3 (act. 2), U6 (act. 1) |

COMPARISONS

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

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| 6a. Identify words in the target language that have no translation in English. | |
| 6b. Hypothesize about the similarities of language based on awareness of cognates and idioms. | TE: p. 51 (act. La ilustración principal), p. 131 (act. La ilustración principal), p. 144 (act. 1) |
| 6c. Analyze idiomatic expressions in the target language. | |

7. Investigate, analyze, and reflect on similarities and differences between the target and native cultures.

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| 7a. Compare and contrast verbal and nonverbal behaviors in a variety of activities. | SE: pp. 10-11 (act. ¡Qué sorpresa!), pp. 18-19 (act. El equipo del barrio), pp. 30-31 (act. El ropero de Gael), pp. 42-43 (act. La fiesta del colegio), pp. 54-55 (act. El barrio de Gael), p. 56 (act. 3), p. 64 (act. 2), pp. 78-79 (act. Vacaciones en México), p. 88 (act. 2) |
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| 7b. Analyze the role of family in the native and target cultures. | SE: p. 15 (act. 7b), p. 28 (act. 1), pp. 78-79 (act. La ilustración principal), p. 83 (act. 2) TE: pp. 72-73 (act. La ilustración principal), pp. 130-131 (act. La ilustración principal) |
| 7c. Critique the role of social networking in the target culture. | |

COMMUNITIES

8. Acquire the ability to interact in the target culture beyond the classroom and set goals for life-long learning.

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| Examples: | SE: p. 77 (act. 1, 2, 3, 4, 5) TE: p. 10 (Ongoing formative assessment, Summative evaluation) pp. 11-13 (Formative assessment) |
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