

Instructional Material Program: Alba y Gael 3

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

COMMUNICATION - INTERPERSONAL MODE

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

1a. Use language to handle tasks related to personal needs.	SE: p. 14 (act. 5, 6), p. 20 (act. 18), p. 27 (act. 4), p. 32 (act. 1, 2), p. 41 (act. 5), p. 45 (act. 6), p. 48 (act. 1-3), p. 55 (act. 5), p. 56 (act. 6b, 7), pp. 64-65 (act. Consejos para tener una vida sana), p. 73 (act. 6b), p. 76 (1, 2, 3), p. 86 (act. 5a, 5b), p. 87 (act. 7a, 7b), p. 90 (act. 1, 2, 3), p. 98 (act. 8), p. 100 (act. 5, 6), p. 103 (act. 2)
1b. Exchange information about daily activities and personal preferences.	SE: p. 12 (act. 2), pp. 22-23 (act. Podcast en la escuela), pp. 24-25 (act. La ilustración principal, p. 28 (act. 6a, 6b), p. 31 (act. 5b), pp. 36-37 (act. Un libro sobre el día a día), pp. 38-39 (act. La ilustración principal), p. 40 (act. 3b), p. 42 (act. 6b, 6c, 7), p. 47 (act. 4), pp. 52-53 (act. La ilustración principal), p. 58 (act. 4, 5), pp. 66-67 (act. La ilustración principal), p. 73 (act. 6b), pp. 80-81 (act. La ilustración principal), p. 84 (act. 7, 8), p. 87 (act. 6a, 6b, 7a, 7b), pp. 94-95 (act. La ilustración principal), p. 97 (act. 4), p. 103 (act. 2)
1c. Support personal opinions with some details.	SE: pp. 22-23 (act. Un podcast), p. 83 (act. 5b), p. 97 (act. 5b) Interactive Workbook: U2 (act. 12)
1d. Exchange information about a topic of special interest to the student.	SE: p. 69 (act. 5b), p. 77 (act. 2b), p. 100 (act. 5) Authentic Resources: U6 (act. 5) General Resources: Boardgames (act. El juego de las estrellas) Additional Projects: U5 (act. La trivia de la clase)

COMMUNICATION - INTERPRETIVE MODE

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

2a. Interpret/retell stories or events in one's own words.	SE: p. 26 (act. 1, 2, 3), p. 30 (act. 4), p. 33 (act. 3, 5), pp. 38-39 (act. En el planetario), p. 49 (act. 1-4), p. 56 (act. 6a), pp. 66-67 (act. La feria verde), p. 70 (act. 6), p. 73 (act. 5b), pp. 80-81 (act. La ilustración principal), p. 84 (act. 6), p. 86 (act. 4), p. 91 (act. 1), pp. 94-95 (act. La ilustración principal), p. 97 (act. 4, 6), p. 101 (act. 7)
2b. Identify principal characters and explain main ideas and themes in selected texts.	SE: pp. 10-11 (act. La ilustración principal), p. 12 (act. 1, 3), p. 14 (act. 7), p. 15 (act. 8), p. 18 (act. 14, 15), p. 21 (act. 1, 2), p. 27 (act. 5), p. 28 (act. 7), p. 29 (act. 1, 2, 3), p. 34 (act. 1, 2, 3), p. 35 (act. 1), p. 40 (act. 1, 2, 3a), p. 42 (act. 6a), p. 43 (act. 1, 2, 3), p. 44 (act. 4a, 4b), p. 46 (act. 1, 2), p. 48 (act. 1, 2, 3), pp. 52-53 (act. ¿Qué te pasa?), p. 54 (act. 1, 2, 3), p. 57 (act. 1, 2, 3), p. 59 (act. 6), p. 60 (act. 1, 2a, 2b), p. 68 (act. 1, 2, 3), p. 69 (act. 4a), p. 71 (act. 1, 2, 3), p. 72 (act. 4, 5a), p. 74 (act. 1, 2a), p. 75 (act. 3), p. 82 (act. 1, 2, 3), p. 83 (act. 4), p. 85 (act. 1, 2, 3a), p. 88 (act. 1, 2), p. 89 (act. 3, 4), p. 90 (act. 1, 2, 3), p. 91 (act. 2), p. 96 (act. 1, 2, 3), p. 99 (act. 1, 2, 3), p. 100 (act. 4), p. 101 (act. 7), p. 102 (act. 1), p. 103 (act. 4), p. 104 (act. 1, 2, 3), p. 105 (act. 1, 2, 3)
2c. Determine the main idea of a text with unfamiliar vocabulary.	SE: pp. 24-25 (act. En casa de Yanmei), p. 55 (act. 4), p. 69 (act. 5a), p. 75 (act. 5), p. 83 (act. 5a)

COMMUNICATION - PRESENTATIONAL MODE

3. Present material in oral and written form.

3a. Present information on familiar topics using connected sentences.	SE: p. 16 (act. 10), p. 17 (act. 11, 12, 13), p. 19 (act. 16, 17), p. 35 (act. 2), p. 45 (act. 5), p. 56 (act. 6b), pp. 64-65 (act. Consejos para tener una vida sana), p. 73 (act. 6a), p. 85 (act. 3b)
3b. Write short reports about learned or researched topics.	SE: pp. 50-51 (act. Mi gran póster sobre el espacio), p. 56 (act. 6b), p. 71 (act. 3), pp. 78-79 (act. Un huerto orgánico con botellas recicladas), p. 91 (act. 3), pp. 92-93 (act. Mi libro desplegable de animales), pp. 106-107 (act. Mi cómic)
3c. Make a presentation about personal and social experiences.	SE: p. 13 (act. 4a, 4b), p. 15 (act. 9), pp. 22-23 (act. Un <i>podcast</i> para la radio de la escuela), p. 31 (act. 5b), p. 33 (act. 4), pp. 36-37 (act. Un libro sobre el día a día), p. 42 (act. 7), p. 45 (act. 5), p. 59 (act. 7b), p. 74 (act. 2b), p. 87 (act. 7b), p. 98 (act. 7), p. 101 (act. 8)

CULTURES	
4. Investigate, explain, and reflect on the relationship among the products, practices, and perspectives of the target cultures.	
4a. Role-play culturally appropriate interactions in a variety of daily activities.	SE: p. 42 (act. 6c), p. 56 (act. 7), p. 87 (act. 7a, 7b), p. 97 (act. 5) TE: p. 88 (act. 6a), p. 154 (act. 5)
4b. Use culturally appropriate verbal and nonverbal behavior among peers or mixed groups.	SE: pp. 22-23 (act. Un <i>podcast</i> para la radio de la escuela), p. 87 (act. 7a, 7b) TE: p. 88 (act. 6a)
4c. Explore, analyze, and present the how and why of common cultural practices and perspectives.	SE: p. 16 (act. 10), p. 26 (act. 2, 3), p. 27 (act. 5), p. 27 (act. 5), p. 28 (act. 7), p. 30 (act. 4), p. 33 (act. 5), p. 35 (act. 1), p. 47 (act. 5), p. 49 (act. 1, 2, 3), p. 63 (act. 2), p. 72 (act. 5a), p. 105 (act. 4), pp. 106-107 (act. Mi cómic)
CONNECTIONS	
5. Link target language and other subject areas to acquire information and to begin to develop diverse cultural perspectives.	
5a. Acquire, expand, and apply vocabulary related to age-appropriate school content in simple sentences.	SE: p. 14 (act. 5), p. 16 (act. 10), p. 21 (act. 1, 2), pp. 22-23 (act. Podcast), pp. 38-39 (act. La ilustración principal), p. 43 (act. 1, 2, 3), p. 44 (act. 4a, 4b), p. 46 (act. 1, 2), p. 49 (act. 1, 2, 3, 4), pp. 50-51 (act. Mi gran póster sobre el espacio), p. 60 (act. 1), p. 63 (act. 1, 2, 3), pp. 64-65 (act. Consejos para tener una vida sana), p. 71 (act. 3), p. 73 (act. 5b), p. 75 (act. 3), p. 77 (act. 2b), pp. 78-79 (act. Un huerto orgánico con botellas recicladas), pp. 80-81 (act. La ilustración principal), p. 84 (act. 6, 7, 8), p. 89 (act. 3, 4), p. 91 (act. 1, 2, 3), pp. 92-93 (act. Mi libro desplegable de animales), pp. 94-95 (act. La ilustración principal), p. 101 (act. 8), p. 103 (act. 3), p. 105 (act. 4), pp. 106-107 (act. Mi cómic)
5b. Use authentic materials intended for native speakers of the target language.	SE: p. 49 (act. 3), pp. 50-51 (act. Mi gran póster sobre el espacio), p. 63 (act. 3), p. 64 (act. Consejos para tener una vida sana) Authentic Resources: U1 (act. 3, 4), U3 (act. 2), U4 (act. 1), U5 (act. 1)

COMPARISONS	
6. Investigate, analyze, and reflect on similarities and differences between the target and native languages.	
6a. Compare how different time frames are expressed.	SE: p. 27 (act. 5), p. 31 (act. 5a), p. 34 (act. 3), p. 41 (act. 5), p. 44 (act. 4a), p. 48 (act. 1, 2), p. 58 (act. 4, 5), p. 85 (act. 3a, 3b), p. 86 (act. 4, 5a, 5b) TE: p. 32 (act. 16), p. 53 (act. 1), p. 66 (act. 4-5), p. 68 (act. 7), p. 72 (act. 5), pp. 134-136 (act. 3a, 3b, 4)
6b. Describe shades of meaning expressed by different time frames.	SE: p. 12 (act. 1), p. 26 (act. 2), p. 27 (act. 5), p. 28 (act. 6, 7), p. 31 (act. 5, 6), p. 40 (act. 3a, 3b), p. 41 (act. 4, 5), p. 45 (act. 5)
6c. Identify and compare language appropriate to specific social settings.	SE: p. 60 (act. 1), p. 62 (act. 1, 2), pp. 72-73 (act. 5a, 5b) TE: p. 96 (act. 1), p. 98 (act. 1), p. 114 (act. 5a)
7. Investigate, analyze, and reflect on similarities and differences between the target and native cultures.	
7a. Compare and contrast the preparation for and choice of careers in the native and target cultures.	TE: p. 162 (act. 4) Authentic Resources: U2 (act. 2, 6), U6 (act. 1, 2)
7b. Compare and contrast cultural attitudes toward youth and aging.	SE: p. 28 (act. 7), p. 31 (act. 5b) TE: p. 88 (act. 6)
7c. Identify and analyze the tangible and intangible products of the target culture.	SE: p. 35 (act. 1, 2), p. 74 (act. 2a), p. 105 (act. 4)

COMMUNITIES

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

Examples:

- Interpret materials or use media from the target culture for enjoyment.
- Write and illustrate short stories to present to others.
- Simulate interactions that may take place in a community setting.
- Self-evaluate preferences for using target language outside the classroom
- Incorporate reflection upon learning into journals and portfolios.

SE: p. 12 (act. 3), p. 20 (act. 19), pp. 22-23 (act. Podcast), p. 33 (act. 5), pp. 50-51 (act. Mi gran póster sobre el espacio), p. 47 (act. 5), p. 60 (act. 2b), pp. 64-65 (act. Consejos para tener una vida sana), pp. 78-79 (act. Un huerto orgánico con botellas recicladas), p. 88 (act. 2), pp. 92-93 (act. Mi libro desplegable de animales), p. 103 (act. 3), p. 105 (act. 4), pp. 106-107 (act. Mi cómic)

Additional Projects: U6 (act. Función de fin de curso)