

# Instructional Material Program: REPORTEROS 2

Alabama Course of Study: World Languages Grades 7-12

## LEVEL II

*Upon completion of Level II, students may demonstrate proficiency ranging from Novice High to Intermediate Low.*

COMMUNICATION - INTERPERSONAL MODE	
1. Communicate and share on familiar topics with a variety of words, phrases, and simple sentences in the past time frame.	
1a. Use the language to meet basic survival needs.	SE: p. 114 (act. 6), p. 143 (act. 14), p. 204 (act. 5a)
1b. Participate in conversations on familiar topics using a variety of phrases and simple sentences.	SE: p. 87 (act. 7b), p. 114 (act. 5a, 5b), p. 120 (act. 18), p. 135 (act. 4a, 5), p. 140 (act. 12, 13), p. 169 (act. 10d, 11b), p. 199 (Miniproyecto 2), p. 209 (act. 2c), p. 237 (act. 10a), p. 266 (act. 15b), p. 277 (act. 1a), p. 285 (act. 11d, 12b)
1c. Ask and answer questions on factual information.	SE: p. 87 (act. 7b), p. 109 (act. 1a), p. 119 (act. 14b), p. 129 (Miniproyecto 1), p. 285 (act. 12b)
1d. Narrate incidents in the past time frame.	SE: p. 91 (act. 11a), p. 97 (act. 18, 19), p. 136 (act. 7a), p. 137 (act. 8), p. 139 (act. 9d), p. 145 (act. 20)
1e. Describe activities and personal preferences in the past time frame.	SE: p. 87 (act. 7b), p. 96 (act. 15a), p. 106 (act. 4, 5), p. 111 (act. 2c), p. 114 (act. 5b), p. 115 (act. 7d), p. 119 (act. 14a), p. 123 (act. 20), p. 125 (act. 24), p. 133 (act. 3), p. 156 (act. 4, 5)

**COMMUNICATION - INTERPRETIVE MODE**

2. Interpret what is heard, read, or viewed on familiar topics using the past tense.

2a. Restate information from audio and visual documents in the target language.	SE: p. 75 (act. 20b), p. 87 (act. 6a, 6b), p. 109 (act. 1b), p. 113 (act. 4a, 4b), p. 116 (act. 9b, 9d, 9e), p. 132 (act. 2b), p. 133 (act. 2d, 2e), p. 137 (act. 7b, 7d), p. 139 (act. 9b), p. 167 (act. 9b), p. 182 (act. 2b), p. 234 (act. 6b), p. 235 (act. 7a), p. 280 (act. 5b), p. 282 (act. 8c)
2b. Locate key information from announcements and messages connected to daily activities in the target culture.	SE: p. 21 (act. 9a), p. 35 (act. 1c), p. 86 (act. 5b), p. 89 (act. 8), p. 111 (act. 2b), p. 119 (act. 12a, 14a), p. 123 (act. 21), p. 161 (act. 2c), p. 181 (act. 1b), p. 209 (act. 2b), p. 229 (act. 1b), p. 238 (act. 11), p. 261 (act. 5b), p. 263 (act. 11), p. 265 (act. 13), p. 277 (act. 1b), p. 281 (act. 7), p. 283 (act. 10a), p. 286 (act. 13, 14, 15)
2c. Relate the main themes and significant details on topics from other subjects and products of the cultures.	SE: p. 85 (act. 2b), p. 91 (act. 11b, 11d), p. 92 (act. 13, 14a, 14b), p. 96 (act. 15), p. 104 (act. 1), p. 113 (act. 3a, 3c), p. 120 (act. 15), p. 131 (act. 1a, 1b), p. 135 (act. 4b, 6a, 6b), p. 140 (act. 11), p. 154 (act. 1a, 1b), p. 155 (act. 1c), p. 190 (act. 12, 13), p. 234 (act. 6a), p. 266 (act. 14, 15a), p. 285 (act. 11a, 11b)

**COMMUNICATION - PRESENTATIONAL MODE**

3. Present information on familiar topics with a variety of words, phrases, and simple sentences in the past time frame.

3a. Present basic information about people and activities.	SE: p. 33 (Miniproyecto 1), p. 45 (¡Eres reportero/a!), p. 54 (Proyecto final), p. 85 (act. 3), p. 89 (act. 9), p. 93 (¡Eres reportero/a!), p. 101 (Miniproyecto 2), p. 102 (Proyecto final), p. 105 (act. 2, 3), p. 106 (act. 4, 5), p. 107 (act. 2), p. 113 (act. 4b), p. 117 (act. 11), p. 119 (act. 13), p. 121 (¡Eres reportero/a!), p. 129 (Miniproyecto 1), p. 141 (¡Eres reportero/a!), p. 143 (act. 16), p. 147 (act. 24), p. 151 (Miniproyecto 2), p. 152 (Proyecto final), p. 155 (act. 2, 3), p. 157 (act. 1, 2), p. 171 (¡Eres reportero/a!), p. 182 (act. 2c), p. 227 (Miniproyecto 1), p. 238 (act. 13), p. 239 (¡Eres reportero/a!), p. 253 (act. 1, 2), p. 267 (¡Eres reportero/a!), p. 275 (Miniproyecto 1), p. 295 (Miniproyecto 2), p. 296 (Proyecto final), p. 299 (act. 3), p. 301 (act. 1)
3b. Recite songs, short skits, or dramatic readings.	SE: p. 101 (Miniproyecto 2: Alternativa digital), p. 151 (Miniproyecto 2), p. 152 (Proyecto final: act. 5)

CULTURE	
4. Identify perspectives through practices of the target cultures.	
4a. Use appropriate gestures in common interactions.	SE: p. 162 (act. 3a, 3b, 4), p. 163 (act. 5), p. 200 (Proyecto final - How to speak in front of the camera), p. 275 (Miniproyecto 1), p. 279 (act. 4)  WBK: U6 p. 13 (act. 1, 2)
4b. Describe behaviors in a variety of environments.	SE: p. 19 (act. 5b), p. 20 (act. 8a), p. 21 (act. 9a, 9b), p. 22 (act. 11a), p. 35 (act. 1a, 1b), p. 36 (act. 2a, 2b), p. 37 (act. 3a), p. 38 (act. 4a), p. 41 (act. 8a), p. 42 (act. 9a, 9b), p. 44 (act. 11, 12, 13, 14), p. 59 (act. 1, 2), p. 61 (act. 1a, 1b), p. 63 (act. 2a, 2b), p. 68 (act. 9a), p. 70 (act. 11a, 11b), p. 83 (act. 1a), p. 92 (act. 12, 13, 14a, 14b), p. 111 (act. 2a, 2b), p. 113 (act. 3a, 3c), p. 121 (¡Eres reportero/a!), p. 157 (act. 1, 2), p. 161 (act. 2b), p. 163 (act. 6b), p. 164 (act. 7a), p. 169 (act. 11a), p. 170 (act. 12, 15), p. 171 (¡Eres reportero/a!), p. 181 (act. 1a), p. 205 (act. 1, 2), p. 209 (act. 2a), p. 218 (act. 14), p. 229 (act. 1a), p. 253 (act. 1, 2), p. 278 (act. 2a, 2b), p. 279 (act. 3a, 3b, 4), p. 280 (act. 5b), p. 301 (act. 2)
4c. Describe perspectives related to celebration of traditional religious and national holidays.	SE: p. 183 (act. 3a), p. 227 (Miniproyecto 1), p. 255 (act. 1a, 1b), p. 261 (act. 7), p. 277 (act. 1a, 1b, 1c), p. 279 (act. 3a, 3b, 3c), p. 280 (act. 5a, 5b, 5c, 5d, 5e), p. 281 (act. 6a, 6b, 7), p. 282 (act. 8a, 8b, 8c), p. 283 (act. 8e), p. 285 (act. 12a, Cultura), p. 286 (act. 13, 14, 15), p. 287 (¡Eres reportero/a!), p. 296 (Proyecto final), p. 298 (act. 1a, 1b, 1c), p. 301 (act. 1)
5. Identify perspectives through products of the target cultures.	
5a. Describe products of the target culture.	SE: p. 13 (act. 1a), p. 17 (act. 3b), p. 59 (act. 1, 2), p. 61 (act. 1a), p. 65 (act. 3a), p. 72 (act. 13), p. 81 (Miniproyecto 1), p. 91 (act. 11a, 11b, 11c, 11d), p. 102 (Proyecto final), p. 107 (act. 1, 2), p. 109 (act. 1a, 1b), p. 135 (act. 4a, 4b, 4d, 6a, 6b), p. 159 (act. 1a), p. 190 (act. 12, 13), p. 205 (act. 1, 2), p. 207 (act. 1a), p. 217 (act. 12a), p. 253 (act. 1), p. 255 (act. 1a), p. 261 (act. 6a, 6b), p. 275 (Miniproyecto 1), p. 301 (act. 1, 2)
5b. Describe arts, crafts, or graphic representations of the target culture.	SE: p. 24 (act. 14), p. 121 (¡Eres reportero/a!), p. 132 (act. 2b), p. 257 (act. 2a, Conexión), p. 278 (act. 2a, 2b), p. 285 (act. 11a, 11b)
5c. Describe the cultural elements found in music and short video clips.	SE: p. 255 (act. 1b), p. 261 (act. 7), p. 285 (act. 12a), p. 296 (Proyecto final)  WBK: p. 238 (act. 18)

5d. Listen to, read, and describe the products in a variety of texts.	SE: p. 15 (act. 2a, 2b), p. 18 (act. 5a), p. 19 (act. 5b, 6), p. 39 (act. 7a, 7b), p. 83 (act. 1b), p. 85 (act. 2b, 4a, Cultura), p. 87 (act. 6a, 6b), p. 89 (act. 10a), p. 104 (act. 1), p. 131 (act. 1a, 1b), p. 157 (act. 1, 2), p. 170 (act. 14), p. 171 (¡Eres reportero/a!), p. 218 (act. 14), p. 234 (act. 6a), p. 238 (act. 11), p. 258 (act. 3a), p. 259 (act. 4a, 4b, 4c), p. 261 (act. 5b), p. 262 (act. 8a, 8b), p. 263 (act. 11), p. 265 (act. 12a, 12b, 12c, 13, Cultura), p. 266 (act. 14, 15a, 15b), p. 283 (act. 10a), p. 298 (act. 1a, 1b, 1c), p. 299 (act. 1d)
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## CONNECTIONS

### 6. Connect with other disciplines while using the target language, utilizing the past time frame.

6a. Exchange information on patterns of behavior typical of their peer group in the target culture.	SE: p. 21 (act. 8b), p. 24 (act. 14, 15), p. 44 (act. 13, 14), p. 92 (act. 12, 13, 14a, 14b), p. 182 (act. 2c), p. 190 (act. 14), p. 218 (act. 13, 14, 16), p. 238 (act. 11, 12, 13, 14), p. 257 (act. Conexión), p. 281 (act. 6a, 6b, 7)
6b. Examine authentic materials containing current events, social announcements, and classified ads.	SE: p. 15 (act. 2a), p. 35 (act. 1a), p. 63 (act. 2a), p. 140 (act. 11), p. 141 (¡Eres reportero/a!), p. 169 (act. 11), p. 170 (act. 12, 14, 15), p. 218 (act. 15), p. 250 (act. 1a, 1b, 1c)

### 7. Describe information related to diverse perspectives in the target culture.

7a. Exchange ideas on various audio and visual documents to interpret content.	SE: p. 19 (act. 5b), p. 35 (act. 1a), p. 38 (act. 4a), p. 65 (act. 4b), p. 66 (act. 5), p. 71 (act. 12d), p. 135 (act. 4a, 4b), p. 152 (Proyecto final), p. 163 (act. 6b), p. 183 (act. 3a), p. 209 (act. 2a), p. 213 (act. 8b, 8c), p. 218 (act. 14, 16)
7b. Identify the main idea of information from authentic websites and materials to interpret topics.	SE: p. 37 (act. 3a), p. 41 (act. 8a), p. 67 (act. 7), p. 70 (act. 11a), p. 71 (act. 12b, 12c), p. 93 (¡Eres reportero/a!), p. 120 (act. 17), p. 121 (¡Eres reportero/a!), p. 135 (act. 6a, 6b), p. 154 (act. 1b), p. 155 (act. 1c), p. 163 (act. 6b), p. 164 (act. 7a), p. 187 (act. 7a), p. 202 (act. 1a, 1b, 1c), p. 212 (act. 7a), p. 215 (act. 10b), p. 219 (¡Eres reportero/a!), p. 234 (act. 6a), p. 278 (act. 2b), p. 282 (act. 8b, 8c), p. 283 (act. 10a), p. 298 (act. 1a, 1b)

## COMPARISONS

### 8. Compare characteristics of the target language and the native language.

8a. Use formal and informal forms of language.	SE: p. 36 (act. 2d)  TE: p. 83 (act. Differentiated Instruction)  WBK: U6 (act. 18-21)
8b. Compare word order for dates and placement of descriptors.	TE: p. 165 (act. Focus on structures - 7d, 7e), p. 233 (act. 4e Language comparisons), p. 240 (act. Language comparisons), p. 241 (act. Language comparisons)
8c. Use high-frequency idiomatic expressions.	SE: p. 15 (act. 2a), p. 85 (act. 2c), p. 218 (act. 13)  TE: p. 180 (act. Authentic Resource)
8d. Use cognates.	TE: p. 15 (act. 2b), p. 21 (act. 9), p. 40 (act. 8a), p. 32 (act. 24), p. 61 (act. Differentiated instruction 1b), p. 105 (act. 1 - Estrategias), p. 164 (act. 7a Interpretive reading), p. 219 (act. Differentiated instruction, Accommodation), p. 232 (act. 4b), p. 234 (act. 6a), p. 237 (act. 10b)

### 9. Compare products, practices, and perspectives of the target culture and the native culture.

9a. Compare daily routines in the target culture and the native culture.	SE: p. 17 (act. 4b), p. 20 (act. 8a), p. 21 (act. 8c), p. 24 (act. 15), p. 35 (act. 1b), p. 37 (act. 3b), p. 41 (act. 8a), p. 44 (act. 13, 14), p. 59 (act. 1, 2), p. 63 (act. Cultura), p. 65 (act. 3d), p. 67 (act. 8b), p. 68 (act. 9c), p. 69 (act. Cultura), p. 72 (act. 15), p. 89 (act. 10b), p. 107 (act. 1, 2), p. 113 (act. 3c), p. 120 (act. 18), p. 129 (Miniproyecto 1), p. 157 (act. 1, 2), p. 171 (¡Eres reportero/a!), p. 187 (act. Cultura), p. 205 (act. 1), p. 229 (act. Cultura), p. 253 (act. 1, 2), p. 257 (act. 2d), p. 258 (act. 3b), p. 263 (act. 11), p. 265 (act. 12c), p. 300 (act. 5a), p. 301 (act. 2)
9b. Compare celebrations in the target culture and the native culture.	SE: p. 261 (act. 7), p. 277 (act. Cultura), p. 279 (act. 3c, 4), p. 280 (act. 5e), p. 281 (act. 6a), p. 283 (act. 8d), p. 286 (act. 13), p. 301 (act. 1)
9c. Compare games, stories, songs, and rhymes from the native culture and those from the target culture.	SE: p. 107 (act. 2), p. 129 (Miniproyecto 1), p. 131 (act. Cultura), p. 205 (act. 2), p. 257 (act. Conexión), p. 283 (act. 10a, 10b)

## COMMUNITIES

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

10a. Interact with speakers of the target language in person or virtual.	SE: p. 33 (Miniproyecto 1), p. 53 (Miniproyecto 2), p. 54 (Proyecto final), p. 73 (¡Eres reportero/a!), p. 102 (Proyecto final), p. 105 (act. 3), p. 121 (¡Eres reportero/a!), p. 141 (¡Eres reportero/a!), p. 179 (Miniproyecto 1), p. 219 (¡Eres reportero/a!), p. 227 (Miniproyecto 1), p. 239 (¡Eres reportero/a!), p. 248 (act. Proyecto final), p. 251 (act. 2, 3a), p. 267 (¡Eres reportero/a!), p. 296 (Proyecto final)
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**11. Describe opportunities to use the target language beyond the classroom environment**

11a. Participate in student exchange opportunities locally, globally, or virtually.	SE: p. 105 (act. 3), p. 251 (act. 2, 3a)
11b. Explore the internet to find sites of personal interest where they can use the target language.	SE: p. 93 (¡Eres reportero/a!), p. 219 (¡Eres reportero/a!)