

# Instructional Material Program: REPORTEROS 4

2011 Missouri World Languages Course-Level Expectations

## LEVEL 4

COMMUNICATION	
<b>1. Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions</b>	
<b>INTERPERSONAL MODE: LISTENING AND SPEAKING</b>	<p><b>A. Demonstrate competencies previously introduced.</b></p> <p>p. 1 (act. 1a), p. 3 (act. 2a), p. 7 (act. 5b, 5g), p. 9 (act. 6f, 7), p. 11 (act. 8e, 8f), p. 13 (act. 10), p. 14 (act. 11b), p. 15 (act. 11c, 11i), p. 19 (act. 14c, 15), p. 21 (act. 16a, 16f), p. 22 (act. 18a), p. 30 (act. Proyecto final), p. 33 (act. 1a), p. 35 (act. 2a, 3), p. 39 (act. 5a, 5f), p. 40 (act. 6a, 6e, 6f), p. 41 (act. 7a), p. 42 (act. 8b), p. 43 (act. 9a, 9c, 10), p. 45 (act. 11d), p. 47 (act. 13a, 13d, 13e), p. 49 (act. 14e), p. 58 (act. Proyecto final), p. 61 (act. 1a), p. 65 (act. 3f), p. 67 (act. 5a), p. 68 (act. 6a, 6c), p. 69 (act. 8a, 6c, 6d), p. 70 (act. 9a, 9c), p. 71 (act. 9e, 11), p. 72 (act. 12e), p. 74 (act. 14a), p. 77 (act. 15c, 17), p. 79 (act. 18g), p. 80 (act. 19a), p. 88 (act. Proyecto final), p. 91 (act. 1a), p. 93 (act. 2b, 2e), p. 95 (act. 3e, 4b), p. 96 (act. 6), p. 97 (act. 7f), p. 99 (act. 8a), p. 99 (act. 9), p. 101 (act. 10h), p. 105 (act. 13d), p. 106 (act. 15), p. 107 (act. 16c, 16d, 17a, 17b), p. 108 (act. 18), p. 118 (act. Proyecto final), p. 121 (act. 1a), p. 121 (act. 2a, 2c), p. 123 (act. 4), p. 125 (act. 5g, 5h), p. 126 (act. 6b), p. 127 (act. 7c, 8), p. 129 (act. 9b, 9c), p. 131 (act. 10d), p. 133 (act. 11c, 12a), p. 135 (act. 14c, 14d, 15), p. 138 (act. 18a), p. 146 (act. Proyecto final), p. 149 (act. 1a), p. 151 (act. 2a, 2c, 2f), p. 152 (act. 3a), p. 153 (act. 3d), p. 155 (act. 5a, 5b, 5d, 6), p. 157 (act. 10a), p. 158 (act. 11a), p. 159 (act. 12d, 13), p. 163 (act. 16a, 16e), p. 165 (act. 17b, 17e, 17f), p. 167 (act. 19a, 19f, 19g), p. 168 (act. 20a), p. 176 (act. Proyecto final)</p>

<p><b>B. Exchange and support opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues.</b></p>	<p>p. 30 (act. Proyecto final), p. 88 (act. Proyecto final),</p>
<p><b>C. Discuss aspects of a field of study and/or employment opportunities.</b></p>	<p>p. 93 (act. 2b, 2e), p. 95 (act. 3e, 4b),</p>
<p><b>2. Students understand and interpret written and spoken language on a variety of topics</b></p>	
<p><b>INTERPRETIVE MODE: READING AND LISTENING</b></p>	
<p><b>A. Demonstrate competencies previously introduced.</b></p>	<p>p. 1 (act. 1b), p. 8 (act. 6a, 6b), p. 11 (act. Cultura), p. 13 (act. 9b, 9c, 10), p. 22 (act. 18b, Cultura), p. 23 (act. 19b, 19c), p. 33 (act. 1b), p. 37 (act. Cultura), p. 39 (act. Cultura), p. 40 (act. 6b-e), p. 41 (act. 7a-c, Cultura), p. 43 (act. 9b, 10), p. 50 (act. 16b, 16c), p. 51 (act. 17a, 17b), p. 61 (act. 1b), p. 64 (act. 3b), p. 65 (act. 3c, 3e), p. 68 (act. 6a, 6b, Cultura), p. 71 (act. 10a, 10b, 11), p. 80 (act. 19b-e), p. 81 (act. 20a, 20b), p. 91 (act. 1b), p. 94 (act. 3b, 3c), p. 96 (act. 7b, Cultura), p. 97 (act. 7c, 7d), p. 101 (act. Cultura), p. 105 (act. Cultura), p. 107 (act. 16a, 16b, 17b), p. 110 (act. 20a-c), p. 111 (act. 21, 22a), p. 121 (act. 1b), p. 123 (act. 3a-c), p. 127 (act. 7a, 7b, Cultura), p. 131 (act. Cultura), p. 132 (act. 11a, 11b), p. 135 (act. 14a, 14b, 15), p. 138 (act. 18b-d), p. 139 (act. 19), p. 149 (act. 1b), p. 152 (act. 3b, 3c, Cultura), p. 157 (act. 9b-d, Cultura), p. 159 (act. 12a-c, 13), p. 167 (act. Cultura), p. 168 (act. 20b-e), p. 169 (act. 21, 22a)</p>
<p><b>B. Identify and interpret the main plot, subplot, characters (their descriptions, roles, and significance to the story) in authentic literary texts in the target language.</b></p>	
<p><b>3. Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</b></p>	
<p><b>PRESENTATIONAL MODE: SPEAKING AND WRITING</b></p>	

<p><b>A. Demonstrate competencies previously introduced.</b></p>	<p>p. 3 (act. 2d, 4), p. 7 (act. 5f), p. 17 (act. 13), p. 19 (act. 15), p. 21 (act. 17), p. 23 (act. 20), p. 30 (act. Proyecto final), p. 35 (act. 3), p. 39 (act. 5g), p. 45 (act. 12), p. 49 (act. 15), p. 50 (act. 16d), p. 51 (act. 18), p. 58 (act. Proyecto final), p. 65 (act. 4), p. 68 (act. 7), p. 71 (act. 9d), p. 73 (act. 13), p. 77 (act. 16), p. 79 (act. 18f), p. 81 (act. 21), p. 88 (act. Proyecto final), p. 93 (act. 2e), p. 95 (act. 5), p. 97 (act. 7e), p. 103 (act. 12), p. 105 (act. 14), p. 109 (act. 19a, 19b), p. 111 (act. 22b), p. 118 (act. Proyecto final), p. 123 (act. 4), p. 129 (act. 9i), p. 131 (act. 10f), p. 133 (act. 12b), p. 137 (act. 17), p. 139 (act. 20), p. 146 (act. Proyecto final), p. 153 (act. 4), p. 156 (act. 8), p. 157 (act. 9c, 9e, 10b), p. 161 (act. 15), p. 163 (act. 16f), p. 165 (act. 18), p. 167 (act. 19e), p. 169 (act. 22b), p. 176 (act. Proyecto final)</p>
<p><b>B. Prepare a research-based analysis of a current event or issue from the perspective of both the native and target language cultures.</b></p>	<p>p. 3 (act. 2d), p. 5 (act. 3a, 3d), p. 7 (act. 5f), p. 8 (act. 6b), p. 9 (act. 6b, 6c), p. 14 (act. 11b), p. 15 (act. 11f), p. 17 (act. 12c, 12d), p. 21 (act. 16d), p. 45 (act. 11d, 11e), p. 49 (act. 14e), p. 63 (act. 2a, 2d), p. 67 (act. 5e), p. 72 (act. 12b), p. 95 (act. 4a), p. 101 (act. 10e), p. 103 (act. 11e), p. 110 (act. 20c), p. 127 (act. 7b), p. 131 (act. 10e), p. 163 (act. 16d)</p>

## CULTURES

1. Students demonstrate an understanding of the practices and perspectives of the cultures studied.

### PRACTICES OF THE CULTURE: PRACTICES AND PERSPECTIVES

<p><b>A. Demonstrate competencies previously introduced.</b></p>	<p>p. 1 (act. 1a, 1b), p. 5 (act. 3a-d, 4), p. 7 (act. 5a-c), p. 8 (act. 6a, 6b), p. 9 (act. 6f, 7), p. 11 (act. 8c-f), p. 19 (act. 14a-c, 14e), p. 21 (act. 16b, 16c, 16f), p. 33 (act. 1a, 1b), p. 35 (act. 2c-e), p. 37 (act. 4a-e, Cultura), p. 39 (act. 5b, 5e-g, Cultura), p. 40 (act. 6b-d), p. 41 (act. 6b, 6c), p. 42 (act. 8a), p. 50 (act. 16a-d), p. 51 (act. 17a, 17b), p. 61 (act. 1a, 1b), p. 67 (act. 5b, 5c), p. 79 (act. 18a-d), p. 91 (act. 1a, 1b), p. 93 (act. 2a-d, Cultura), p. 95 (act. 5), p. 96 (act. 7b), p. 97 (act. 7c, 7f), p. 99 (act. 8b, 8c), p. 101 (act. 10h, Cultura), p. 105 (act. 13a-c), p. 106 (act. 15), p. 107 (act. 16a-d), p. 110 (act. 20a, 20b), p. 111 (act. 21, 22a, 22b), p. 121 (act. 1a, 1b), p. 122 (act. 2a-c), p. 134 (act. 13a-c), p. 135 (act. 14a-d), p. 138 (act. 18b-d), p. 146 (act. Proyecto final), p. 149 (act. 1a, 1b), p. 151 (act. 2b-f), p. 152 (act. 3b, 3c), p. 153 (act. 4)</p>
<p><b>B. Interact with culturally appropriate patterns of behavior in familiar situations.</b></p>	<p>97 (act. 7c, 7f), p. 99 (act. 8b, 8c), p. 101 (act. 10h, Cultura),</p>

C. Describe the historical significance of activities and celebrations in the culture studied.	
D. Investigate and explain how previous cultures influenced the modern culture studied.	p. 101 (act. 10h, Cultura)
2. Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.	
PRODUCTS OF THE CULTURE: PRODUCTS AND PERSPECTIVES	
A. Demonstrate competencies previously introduced.	p. 1 (act. 1a, 1b), p. 3 (act. 2a-e), p. 11 (act. 9a, Cultura), p. 13 (act. 9a), p. 15 (act. 11c-e), p. 21 (act. 16b, 16c), p. 22 (act. 18a, 18b, 19a, Cultura), p. 23 (act. 19b, 19c, 20), p. 33 (act. 1a, 1b), p. 41 (act. Cultura), p. 61 (act. 1a, 1b), p. 79 (act. 18a-d), p. 80 (act. 19b-e), p. 81 (act. 20a, 20b, 21), p. 91 (act. 1a, 1b), p. 94 (act. 3b, 3c), p. 95 (act. 3d, 5), p. 96 (act. 6, 7b, Cultura), p. 99 (act. 8b, 8c), p. 101 (act. 10a-d), p. 103 (act. 11c), p. 105 (act. 13c, Cultura), p. 121 (act. 1a, 1b), p. 125 (act. 5c, 5d, 5f, 5h), p. 126 (act. 6a-c), p. 127 (act. 7a, 7c, 8, Cultura), p. 129 (act. 9a, 9c-g), p. 130 (act. 10a), p. 131 (act. 10b-f, Cultura), p. 132 (act. 11b), p. 133 (act. 12a, 12b), p. 134 (act. 13a-c), p. 146 (act. Proyecto final), p. 149 (act. 1a, 1b), p. 155 (act. 5a-d, 6), p. 156 (act. 7a, 7b), p. 157 (act. 9a-c, 9e, Cultura), p. 158 (act. 11a, 11b), p. 163 (act. 16a-c, 16e, 16f), p. 165 (act. 17a, 17c, 17d), p. 167 (act. 19a-g, Cultura), p. 168 (act. 20a-e), p. 169 (act. 21, 22a, 22b), p. 176 (act. Proyecto final)
B. Connect objects, important people and symbols of other cultures to the underlying beliefs and perspective of the people.	p. 157 (act. 9a-c, 9e, Cultura)

CONNECTIONS	
1. Students reinforce and further their knowledge of other disciplines through the world language.	
INTERDISCIPLINARY CONNECTIONS	
A. Demonstrate competencies previously introduced.	p. 5 (act. 3a, 4), p. 9 (act. 7), p. 22 (act. 18a, 18b, 19a), p. 23 (act. 19b, 19c, 20), p. 35 (act. 2b-e), p. 37 (act. 4a-e), p. 41 (act. 7a), p. 47 (act. 13a, 13b, 13d, 13e), p. 58 (act. Proyecto final), p. 64 (act. 3a, 3b), p. 65 (act. 3f, 4), p. 67 (act. 5a-c), p. 68 (act. 6c, 7), p. 69 (act. 8a, 8c), p. 70 (act. 9a), p. 71 (act. 9d, 9e), p. 74 (act. 14a), p. 77 (act. 16, 17), p. 79 (act. 18a-d, 18f, 18g), p. 81 (act. 21), p. 88 (act. Proyecto final), p. 94 (act. 3a), p. 95 (act. 3e, 5), p. 101 (act. 10h), p. 103 (act. 11a), p. 107 (act. 17a, 17b), p. 110 (act. 20a, 20b), p. 111 (act. 22a, 22b), p. 122 (act. 2a, 2b), p. 123 (act. 3a, 3b), p. 126 (act. 6a-c), p. 127 (act. 7c, 8), p. 133 (act. 12a, 12b), p. 139 (act. 20), p. 146 (act. Proyecto final), p. 156 (act. 8), p. 158 (act. 11a, 11b), p. 165 (act. 17e, 18)
B. Acquire information from a variety of sources written in the target language about topics being studied in other school subjects.	p. 1 (act. 1a, 1b), p. 3 (act. 2b, 2c), p. 5 (act. 3a-d), p. 8 (act. 6a, 6b), p. 11 (act. 8c, 8f, Cultura), p. 21 (act. 16a-c), p. 22 (act. Cultura), p. 33 (act. 1a, 1b), p. 35 (act. 2c-e, 3), p. 37 (act. Cultura), p. 39 (act. 5b, Cultura), p. 40 (act. 6b-f), p. 41 (act. 7b, 7c, Cultura), p. 42 (act. 8a, 8b), p. 49 (act. 14b, 14c), p. 50 (act. 16b-d), p. 58 (act. Proyecto final), p. 61 (act. 1a, 1b), p. 63 (act. 2b, 2c, 2g), p. 64 (act. 3b), p. 65 (act. 3c-e), p. 68 (act. 6a, 6b, Cultura), p. 70 (act. 9b, 9c), p. 75 (act. 14b, 14c), p. 77 (act. 15a, 15b, Cultura), p. 80 (act. 19b, 19c), p. 81 (act. 20a, 20b), p. 91 (act. 1a, 1b), p. 93 (act. 2a-e, Cultura), p. 94 (act. 3b, 3c), p. 96 (act. 7b, Cultura), p. 97 (act. 7c, 7f), p. 99 (act. 8b, 8c), p. 101 (act. 10a-d, Cultura), p. 103 (act. 11b, 11c), p. 105 (act. 13a-c, 14, Cultura), p. 106 (act. 15), p. 111 (act. 21), p. 118 (act. Proyecto final), p. 121 (act. 1a, 1b), p. 122 (act. 2c), p. 125 (act. 5c, 5d, 5f), p. 127 (act. 7a, Cultura), p. 138 (act. 18b-d), p. 139 (act. 19), p. 149 (act. 1a, 1b), p. 151 (act. 2b-e), p. 152 (act. Cultura)
C. Compare information available on a variety of topics such as art, literature, history, politics, economics, and contemporary global issues.	

**2. Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture.**

**DISTINCTIVE VIEWPOINTS OF INFORMATION**

<p><b>A. Distinguish the viewpoints in print and in on-line newspapers, magazines and e-mails to identify perspectives of target culture.</b></p>	<p>p. 9 (act. 7), p. 15 (act. 11i), p. 40 (act. 6a, 6e, 6f), p. 41 (act. 7c), p. 49 (act. 14e), p. 65 (act. 3f), p. 97 (act. 7f), p. 101 (act. 10h), p. 107 (act. 16d), p. 125 (act. 5g), p. 131 (act. 10d), p. 151 (act. 2f), p. 155 (act. 5d), p. 165 (act. 17e), p. 167 (act. 19g)</p>
<p><b>B. Regularly use information from target language sources to communicate in oral and written formats with target-language speakers.</b></p>	<p>Samples of the book here.</p>

**COMPARISONS**

**1. Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own.**

**LANGUAGE COMPARISONS**

<p><b>A. Demonstrate competencies previously introduced.</b></p>	<p>p. 7 (act. 5e), p. 47 (act. 13c), p. 49 (act. 14d), p. 63 (act. 2e), p. 69 (act. 8b), p. 73 (act. 12d), p. 75 (act. 14d), p. 96 (act. 7a), p. 99 (act. 8d), p. 101 (act. 10f), p. 157 (act. 9d)</p>
<p><b>B. Apply the various ways of expressing ideas using idiomatic expressions, dialect and differentiated speech to indicate age, social status or gender.</b></p>	<p>p. 75 (act. 14d), p. 96 (act. 7a),</p>
<p><b>C. Apply knowledge of the similarities and differences between the sound and writing system of the target language and native language in communication.</b></p>	<p>p. 157 (act. 9d)</p>

**2. Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.**

**CULTURAL COMPARISONS**

<p><b>A. Demonstrate competencies previously introduced.</b></p>	<p>p. 3 (act. 2a, 2e), p. 7 (act. 5g), p. 11 (act. Cultura), p. 15 (act. 11c), p. 19 (act. 15), p. 21 (act. 16f), p. 22 (act. Cultura), p. 23 (act. 20), p. 35 (act. 2a, 3), p. 37 (act. 4g, Cultura), p. 39 (act. 5a, 5g), p. 41 (act. Cultura), p. 50 (act. 16c), p. 51 (act. 18), p. 68 (act. 7), p. 74 (act. 14a), p. 77 (act. 17), p. 81 (act. 21), p. 93 (act. 2e, Cultura), p. 96 (act. Cultura), p. 111 (act. 22a, 22b), p. 118 (act. Proyecto final), p. 125 (act. 5h), p. 127 (act. Cultura), p. 131 (act. Cultura), p. 135 (act. 14d), p. 138 (act. 18a), p. 139 (act. 20), p. 152 (act. Cultura), p. 167 (act. Cultura), p. 169 (act. 21, 22a, 22b)</p>
<p><b>B. Identify and analyze cultural perspectives as reflected in a variety of non-fiction and fiction texts.</b></p>	<p>p. 127 (act. Cultura).</p>

**COMMUNITIES**

**1. Students use the target language within and beyond the school setting.**

**LANGUAGE USE WITHIN AND BEYOND THE CLASSROOM**

<p><b>A. Demonstrate competencies previously introduced.</b></p>	<p>p. 30 (act. Proyecto final).</p>
<p><b>B. Present information about the target language and culture to others.</b></p>	<p>p. 30 (act. Proyecto final), p. 45 (act. 11d), p. 58 (act. Proyecto final), p. 65 (act. 4), p. 88 (act. Proyecto final), p. 105 (act. 14), p. 109 (act. 19a, 19b), p. 118 (act. Proyecto final), p. 146 (act. Proyecto final), p. 176 (act. Proyecto final)</p>
<p><b>C. Write a newsletter (class, school, etc.) for peers in country of target language.</b></p>	<p>Samples of the book here.</p>

**2. Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment.**

**LANGUAGE USE FOR PERSONAL ENJOYMENT AND ENRICHMENT**

<p><b>A. Demonstrate competencies previously introduced.</b></p>	<p>p. 30 (act. Proyecto final), p. 42 (act. 8a, 8b), p. 47 (act. 13e), p. 49 (act. 15), p. 58 (act. Proyecto final), p. 69 (act. 8d), p. 93 (act. 2e), p. 118 (act. Proyecto final), p. 176 (act. Proyecto final)</p>
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<p><b>B. Access or acquire cultural information through community sources.</b></p>	<p>p. 118 (act. Proyecto final), p. 176 (act. Proyecto final)</p>
<p><b>C. Read, listen or watch authentic materials or media for personal enjoyment.</b></p>	