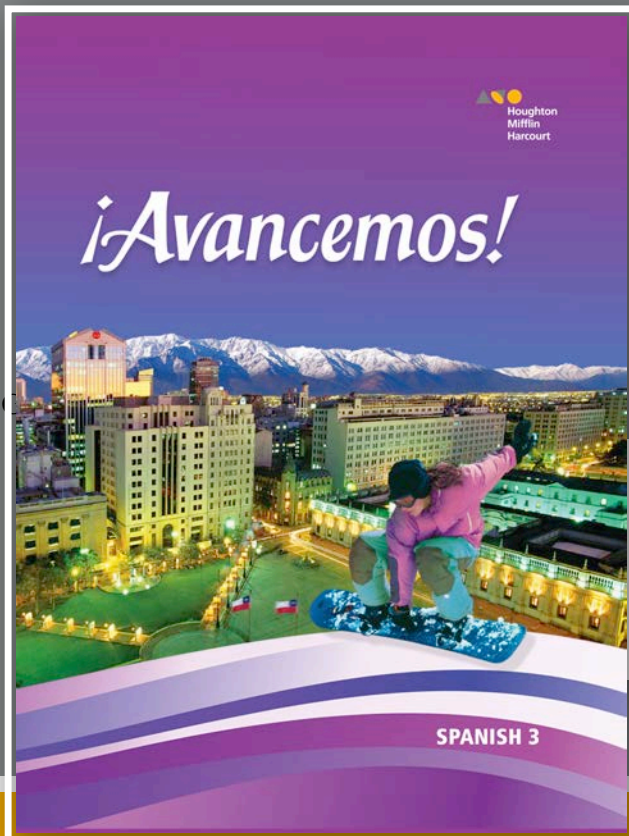


Correlation to the
Alabama Course of Study
World Languages
Grades 7-12
Level III



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Level 3



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correlated to the

Alabama Course of Study: World Languages
Grades 7–12: Level III

Standards	Page References
Communication - Interpersonal Mode	
1. Exchange information on familiar topics with a variety of words, phrases, and simple sentences in a variety of time frames.	
a. Exchange basic information about self, others, and special interests.	SE/TE: 94, 130, 281, 305, 344, 398, 401, 404, 424, 447
b. Ask for and provide information on familiar topics.	SE/TE: 65, 87, 159, 164, 185, 218, 341, 360, 394
c. Use language to handle tasks related to personal needs.	SE/TE: 41, 47, 164, 287, 347, 401, 493
Communication - Interpretive Mode	
2. Interpret what is heard, read, or viewed on familiar topics in a variety of time frames.	
a. Describe main ideas, identify characters, and state details found in a variety of informational and literary texts.	SE/TE: 49-51, 73, 86, 109-111, 114, 169-171, 229-231, 349-351, 469-471
b. Use background knowledge to understand spoken and written information in the target language.	SE/TE: 52, 84-85, 105, 112, 172, 204-205, 292, 352, 412, 504-505
Communication - Presentational Mode	
3. Present information on familiar topics in a variety of time frames using varied vocabulary and more complex sentence structure.	
a. Express needs, wants, and preferences.	SE/TE: 20-21, 34, 41, 47, 60, 87, 245, 493, 506
b. Present information based on topics of interest or personal experiences.	SE/TE: 73, 87, 130, 146, 207, 267, 406, 446, 498, 507

Standards	Page References
c. Present songs, short skits, and dialogues.	SE/TE: 86, 386, 146, 267, 326, 346, 386, 447, 506
Cultures	
4. Investigate perspectives through practices of the target cultures.	
a. Examine how behaviors in the target culture relate to and reflect different types of relationships.	SE/TE: 45, 75-77, 84-85, 105, 109-111, 165, 225, 324-325, 444-445, 504-505
b. Interact through role-play in a variety of familiar environments.	SE/TE: 86, 146, 267, 326, 346, 386, 447, 507
c. Participate in hands-on activities related to cultural practices.	SE/TE: Opportunities to address this standard may be found on pages 304, 344, 386
Cultures	
5. Investigate perspectives through products of the target cultures.	
a. Explain the importance of products of the target culture.	SE/TE: 70, 86, 190, 169-171, 195-197, 250, 352, 370, 375-377, 471
b. Explain arts, crafts, or graphic representations of the target culture.	SE/TE: 70, 86, 190, 250, 352, 370
c. Explain the cultural elements of music and short video clips.	SE/TE: 144-145; Opportunities to address this standard may be found on pages 143, 264-265, 324-325, 344, 412
d. Listen to, read, and explain the purpose of products from a target culture.	SE/TE: 169-171, 195-197, 229-231, 349-351, 375-377, 409-411, 471
Connections	
6. Connect with other disciplines while using the target language in a variety of time frames.	
a. Compare characteristics of countries where target language is spoken.	SE/TE: 83, 143, 203, 263, 323, 383, 443, 503
b. Present information on topics across disciplines.	SE/TE: 86, 206, 266, 507; Opportunities to address this standard may be found on pages 232, 352, 412

Standards	Page References
c. Describe the importance of influential figures from the target culture, past and present.	SE/TE: 86, 112, 124, 262; Opportunities to address this standard may be found on pages 48, 253, 344
Connections	
7. Acquire information related to diverse perspectives in the target culture.	
a. Compare how current events are reported in target culture and locally.	SE/TE: Opportunities to address this standard may be found on pages 147, 206, 507
b. Compare advertisements from target culture and local media.	SE/TE: Opportunities to address this standard may be found on pages 92, 133, 193, 347
Comparisons	
8. Compare characteristics of the target language and the native language in a variety of time frames.	
a. Compare idiomatic expressions of the target language and the native language.	SE/TE: 135-137, 160, 466
b. Compare formal and informal registers of language.	SE/TE: 97, 113, 126, 470
c. Compare the use of different time frames in the target and native cultures.	SE/TE: 68, 102, 128, 157, 188, 217, 319, 342, 363, 402
d. Make connections between target language and native language based on knowledge of cognates.	SE/TE: 2-3, 48, 131, 241, 285, 405
Comparisons	
9. Compare products, practices and perspectives of the target culture and the native culture in a variety of time frames.	
a. Compare activities and events of the target culture to the native culture.	SE/TE: 64, 142-143, 202-203, 442-443
b. Compare cultural practices in the target culture to the native culture.	SE/TE: 149, 209, 278, 329, 389, 482

Standards	Page References
Communities	
10. Interact using the target language within the classroom and globally in a variety of time frames.	
a. Exchange information with speakers of the target language in person or virtually.	SE/TE: 41, 125, 193, 279
b. Identify skills necessary to enter different professional fields.	SE/TE: 223, 313, 432, 433, 440
c. Simulate interactions that would occur in the target culture.	SE/TE: 87, 193, 267
Communities	
11. Explore opportunities to use the target language beyond the classroom environment in a variety of time frames.	
a. Investigate authentic materials to learn more about topics studied in class.	SE/TE: 82-83, 86, 49, 112, 232, 289-291, 352, 425
b. Explore the internet to find authentic websites on current events.	SE/TE: Opportunities to address this standard may be found on pages 112, 147, 206, 232, 253, 266, 507
c. Plan a school event which promotes the target culture.	SE/TE: Opportunities to address this standard may be found on pages 446, 447, 506