

# Instructional Material Program: ALBA Y GAEL 2

ACTFL's World-Readiness Standards for Learning Languages

**LEVEL:** NOVICE HIGH TO INTERMEDIATE LOW

<b>GOAL AREA: COMMUNICATION</b> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes	
<b>Interpersonal Communication:</b> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	pp. 10-11(act. La ilustración principal), p. 12 (act. 1b), p. 13 (act. 3), p. 14 (act. 5b), p. 16 (act. 1), pp. 18-19 (act. La ilustración principal), p. 22 (act. 8), p. 25 (act. 7), p. 26 (act. 2), p. 27 act, 1-3, pp. 30-31(act. La ilustración principal), p. 33 (act. 5), p. 37 (act. 6, 7), p. 38 (act. 1, 2), p. 39 (act. 1, 2), p. 41 (act. 1-4), pp. 42-43 (act. La ilustración principal), p. 44 (act. 3a), p. 45 (act. 5), p. 48 (act. 5), p. 49 (act. 8), p. 50 (act. 2, 3), p. 51 (act. 1-3), p. 52 (act. 3), pp. 54-55 (act. La ilustración principal), p. 56 (act. 1-3), 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. 1-4), pp. 66-67 (act. La ilustración principal), p. 71 (act. 2), p. 74 (act. 1, 2), p.p. 75 (act. 1,2), 76 (act. 2), p. 77 (act. 1-5), pp. 78-79 (act. La ilustración principal), p. 82 (act. 5b), p. 83 (act. 3), p. 85 (act. 5), p. 86 (act. 2), p. 89 (act. 1-4)
<b>Interpretive Communication:</b> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	pp. 10-11(act. La ilustración principal), p. 12 (act. 1, 2), p. 13 (act. 4), p. 14 (act. 5a, 6), p. 16 (act. 2), pp. 18-19, p. 20 (act. 1-3), p. 21 (act. 4a, 5), p. 22 (act. 6), p. 23 (act. 1-3), p. 24 (act. 4, 5), p. 25 (act. 6), p. 26 (act. 1, 3), p. 27 (act. 1-3), p. 28 (act. 1), pp. 30-31(act. La ilustración principal), p. 32 (act. 1-3), p. 33 (act. 4a, 5), p. 34 (act. 6), p. 35 (act. 1-3), p. 36 (act. 4, 5), p. 37 (act. 8), p. 38 (act. 1, 3), p. 39 (act. 1, 2), p. 40 (act. 1, 2), pp. 42-43 (act. La ilustración principal), p. 44 (act. 1, 2), p. 45 (act. 3b, 4), p. 46 (act. 6a, b), p. 47 (act. 1-3), p. 48 (act. 4, 6), p. 49 (act. 7), p. 50 (act. 1), p. 51 (act. 1-3), p. 52 (act. 1-3), pp. 54-55, p. 57 (act. 4a, 5), p. 58 (act. 6, 7), p. 59 (act. 1, 2, 3a, 3b), p. 60 (act. 4), p. 62 (act. 1), p. 63 (act. 1, 2), p. 64 (act. 1), pp. 66-67 (act. La ilustración principal), p. 68 (act. 1-3), p. 69 (act. 4), p. 70 (act. 5a - c), p. 71 (act. 1, 2, 3), p. 72 (act. 4a, 4b), p. 73 (act. 5, 7), p. 74 (act. 1, 3), p. 75 (act. 1, 2), p. 76 (act. 1), pp. 78-79 (act. La ilustración principal), p. 80 (act. 1-3), p. 81 (act. 4a, 4b), p. 82 (act. 5a), p. 83 (act. 1, 2), p. 84 (act. 4), p. 85 (act. 6), p. 86 (act. 1), p. 87 (act. 1-3), p. 88 (act. 1)

<p><b>Presentational Communication:</b> Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p>	<p>p. 15 (act. 7a, 7b), p. 16 (act. 1, 3), p. 17 (act. 1-4), p. 21 (act. 4b), p. 22 (act. 7), p. 29 (act. 1-3), p. 33 (act. 4b), p. 34 (act. 7a, 7b), p. 41 (act. 1-4), p. 46 (act. 7), p. 52 (act. 3), p. 53 (act. 1-4), p. 57 (act. 4a, 4b), p. 64 (act. 2), p. 65 (act. 1-4), p. 73 (act. 6), p. 76 (act. 2), p. 77 (act. 1-5), p. 88 (act. 2), p. 89 (act. 1-4)</p>
<p><b>GOAL AREA: CULTURES</b> Interact with cultural competence and understanding</p>	
<p><b>Relating Cultural Practices to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p>	<p>pp. 10-11 (act. La ilustración principal), pp. 18-19 (act. La ilustración principal), p. 26 (act. 2, 3), p. 28 (act. 1), pp. 30-31 (act. La ilustración principal), p. 33 (act. 5), p. 40 (act. 1, 2), pp. 42-43 (act. La ilustración principal), p. 52 (act. 1-3), pp. 54-55 (act. La ilustración principal), p. 59 (act. 2), p. 64 (act. 1), pp. 66-67 (act. La ilustración principal), p. 72 (act. 4a, 4b), p. 73 (act. 7), p. 76 (act. 1), pp. 78-79 (act. La ilustración principal), p. 81 (act. 4a, 4b), p. 82 (act. 5b), p. 83 (act. 1-3), p. 84 (act. 4)</p>
<p><b>Relating Cultural Products to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p>	<p>p. 12 (act. 1), p. 13 (act. 4), p. 28 (act. 1), pp. 30-31, p. 40 (act. 1, 2), p. 52 (act. 1-3), p. 64 (act. 1), p. 76 (act. 1), pp. 78-79 (act. La ilustración principal)</p>

<b>GOAL AREA: CONNECTIONS</b> Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations	
<b>Making Connections:</b> Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.	p. 12 (act. 2), p. 13 (act. 4), p. 16 (act. 2, 3), p. 17 (act. 1-4), p. 34 (act. 6), p. 36 (act. 4, 5), p. 38 (act. 2), p. 41 (act. 1-4), p. 45 (act. 3b), p. 52 (act. 1-3), p. 60 (act. 5), p. 61 (act. 6), p. 64 (act. 1, 2), p. 65 (act. 1-4), p. 68 (act. 2), p. 71 (act. 2, 3), p. 73 (act. 5), p. 74 (act. 2), p. 76 (act. 1, 2), p. 77 (act. 1-5), p. 80 (act. 2), p. 88 (act. 1, 2), p. 89 (act. 1-4)
<b>Acquiring Information and Diverse Perspectives:</b> Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.	p. 16 (act. 2, 3), pp. 18-19, p. 41 (act. 1-4), p. 52 (act. 1-3), p. 64 (act. 1, 2), p. 65 (act. 1-4), p. 73 (act. 6), p. 76 (act. 1, 2), p. 77 (act. 1-5), p. 88 (act. 1, 2), p. 89 (act. 1-4)
<b>GOAL AREA: COMPARISONS</b> Develop insight into the nature of language and culture in order to interact with cultural competence	
<b>Language Comparisons:</b> Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	
<b>Cultural Comparisons:</b> Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.	pp. 10-11(act. La ilustración principal), pp. 18-19, pp. 30-31, pp. 42-43 (act. La ilustración principal), pp. 54-55 (act. La ilustración principal), p. 56 (act. 3), p. 64 (act. 2), pp. 78-79 (act. La ilustración principal), p. 88 (act. 2)

**GOAL AREA: COMMUNITIES**

Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world

<p><b>School and Global Communities:</b> Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p>	<p>p. 41 (act. 1-4), p. 65 (act. 1-4), p. 77 (act. 1-5), p. 89 (act. 1-4)</p>
<p><b>Lifelong Learning:</b> Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>	<p>p. 17 (act. 1-4), pp. 18-19, p. 26 (act. 3), p. 28 (act. 1), pp. 30-31, p. 37 (act. 7, 8), p. 40 (act. 2), p. 41 (act. 1-4), p. 48 (act. 6), p. 52 (act. 3), p. 58 (act. 7), p. 65 (act. 1-4), pp. 66-67, p. 73 (act. 7), p. 77 (act. 1-5), p. 85 (act. 6), p. 89 (act. 1-4)</p>