

# Instructional Material Program: MAPAS 3

2020 New Jersey Student Learning Standards - World Languages (NJSL-S-WL)

**PROFICIENCY LEVEL: INTERMEDIATE HIGH**

INTERPRETIVE MODE OF COMMUNICATION	
<p>Intermediate High learners understand, with ease and confidence, sentence-length speech in basic personal and social contexts. Devise substantial meaning from some connected texts typically understood by advanced-level listeners and readers. They show evidence of the ability to make inferences about texts by identifying key details of spoken, viewed, and written materials.</p>	
<p>CORE IDEA: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p>	
Performance Expectations	Examples from the program
<p><b>7.1.IH.IPRET.1:</b> Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.</p>	<p>p. 10 (act. 26), p. 20 (act. 73), p. 23 (act. 77, 78), p. 25 (act.85), p. 41 (act. 6), p. 44 (act. 20), p. 46 (act. 28), p. 48 (act. 38), p. 49 (act. 45), p. 57 (act. 77), p. 128 (act. 94), p. 178 (act. 27, 29, 30), p. 180 (act. 32), p. 193 (act. 86), p. 195 (act. 91, 92)</p>
<p><b>7.1.IH.IPRET.2:</b> Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.</p>	<p>p. 6 (act. 7, 8, 9, 10, 11, 12, 13), p. 8 (act. 17, 18, 20, 21, 22), p. 10 (act. 25), p. 12 (act. 33), p. 14 (act. 41), p. 16 (act. 53), p. 23 (act. 79), p. 25 (act. 87), p. 40 (act. 2), p. 42 (act. 11-14, 16, 17), p. 44 (act. 24, 26), p. 48 (act. 39), p. 50 (act. 49), p. 51 (act. 54), p. 52 (act. 60), p. 54 (act. 72), p. 55 (act. 73, 74), p. 56 (act. 76) p. 57 (act. 78), p. 58 (act. 81), p. 59 (act. 83), p. 76 (act. 1, 2), p. 78 (act. 10-13), p. 80 (act. 17, 18), p. 81 (act. 20, 21, 22), p. 82 (act. 24), p. 84 (act. 33), p. 86 (act. 42), p. 88 (act. 54), p. 89 (act. 59), p. 90 (act. 60), p. 91 (act. 61), p. 92 (act. 63), p. 93 (act. 64, 65, 67), p. 106 (act. 1), p. 107 (act. 5), p. 108 (act. 8, 9, 10, 11,</p>

	12), p. 110 (act. 17, 18, 19, 20), p. 112 (act. 24, 25, 28), p. 113 (act. 29, 31), p. 114 (act. 33, 34), p. 115 (act. 39), p. 116 (act. 42, 43), p. 117 (act. 44, 45, 46), p. 118 (act. 51), p. 119 (act. 53), p. 120 (act. 58), p. 121 (act. 63, 64, 67), p. 122 (act. 70, 71), p. 124 (act. 83), p. 125 (act. 87), pp. 126-127 (act. 88-92), p. 129 (act. 95, 96, 98), p. 142 (act. 1, 2, 4), p. 143 (act. 6, 7, 8), p. 144 (act. 10-12, 15, 16), p. 146 (act. 17, 18, 19, 22, 24), p. 148 (act. 26), p. 153 (act. 55, 56), p. 154 (act. 59, 60), p. 156 (act. 63, 64, 65), p. 157 (act. 66, 67, 68), p. 158 (act. 71, 72), p. 159 (act. 74, 75, 76), p. 172 (act. 1, 2), p. 173 (act. 6), p. 174 (act. 10, 11, 12, 13, 14), p. 176 (act. 20, 21), p. 178 (act. 26), p. 181 (act. 37, 38), p. 188 (act. 69, 70), p. 193 (act. 86, 88), p. 195 (act. 93, 94)
<b>7.1.IH.IPRET.3:</b> Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.	p. 20 (act. 74), p. 49 (act. 46), p. 54 (act. 72), p. 55 (act. 73, 74), p. 120 (act. 60, 61, 62), p. 125 (act. 85)
<b>7.1.IH.IPRET.4:</b> Summarize information from oral and written discourse dealing with a variety of topics.	p. 24 (act. 83), p. 40 (act. 1), p. 90 (act. 60), p. 158 (act. 71), p. 173 (act. 5), p. 176 (act. 19), p. 192 (act. 85), p. 194 (act. 89)
<b>7.1.IH.IPRET.5:</b> Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.	pp. 4-5 (act. 1), p. 16 (act. 54), p. 77 (act. 5, 6), p. 82 (act. 24), p. 124 (act. 82), pp. 126-127 (act. 89)
<b>7.1.IH.IPRET.6:</b> Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).	p. 42 (act. 10), p. 88 (act. 56), p. 89 (act. 57, 58), p. 154 (act. 58, 59), p. 155 (act. 61), p. 191 (act. 80)

<p><b>7.1.IH.IPRET.7:</b> Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.</p>	<p>p. 11 (act. 28, 29), p. 12 (act. 34), p. 51 (act. 54), p. 58 (act. 80), p. 92 (act. 63), p. 148 (act. 25), p. 157 (act. 69), p. 190 (act. 79), p. 191 (act. 81, 82)</p>
<p><b>7.1.IH.IPRET.8:</b> Collect, share, and analyze data related to global issues including climate change.</p>	<p>p. 50 (act. 49), p. 51 (act. 54), p. 107 (act. 5), p. 110 (act. 17, 18, 19, 20), p. 112 (act. 24, 25, 28), p. 116 (act. 43), p. 122 (act. 70), p. 172 (act. 1, 2)</p>

**INTERPERSONAL MODE OF COMMUNICATION**

**Intermediate High learners** exchange information in spontaneous spoken or written conversations and some discussions on a variety of familiar and some concrete topics that they have researched, using connected sentences that may form paragraphs and asking a variety of questions, often across various time frames.

**CORE IDEA:** Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.

Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

Performance Expectations	Examples from the program
<p><b>7.1.IH.IPERS.1:</b> Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.</p>	<p>p. 5 (act. 2, 3, 4), p. 8 (act. 19, 20), p. 11 (act. 28, 29, 30), p. 13 (act. 35, 36, 37, 38), p. 14 (act. 42), p. 15 (act. 43, 44, 45, 46, 48, 49), p. 16 (act. 50, 51, 52, 54), p. 17 (act. 55, 56), p. 18 (act. 60, 61, 62, 63), p. 19 (act. 65, 66, 67, 68, 69, 70, 71), p. 23 (act. 80), p. 26 (act. Proyectos: En grupo), p. 41 (act. 7, 9, Foro de discusión), p. 42 (act. 15, 16, 17, Foro de discusión), p. 44 (act. 18, 21, 22, 25, 27), p. 47 (act. 29, 30, 31, 32, 33, 34, 35, 36, 37), p. 48 (act. 40), p. 49 (act. 41, 42, 43, 44, 46, 48), p. 50 (act. 50, 52, 53), p. 51 (act. 56, 59), p. 52 (act. 61, 62, 63, 64), p. 53 (act. 65, 66, 67, 68), p. 59 (act. 84, 85), p. 60 (act. Proyectos: En grupo), p. 76 (act. 3), p. 78 (act. 14, 16), p. 83 (act. 25, 26, 27, 28, 29), p. 85 (act. 35, 36, 38,</p>

	<p>39, 40, 41), p. 86 (act. 43, 44, 45, 46, 47), p. 87 (act. 48-53), p. 88 (act. 55), p. 89 (act. 57, 58), p. 93 (act. 66), p. 94 (act. Proyectos: En grupo), p. 106 (act. 24), p. 107 (act. 6), p. 108 (act. 13, 14), p. 112 (act. 26), p. 114 (act. 35, 36), p. 117 (act. 48, 49), p. 118 (act. 52), p. 119 (act. 54, 55, 56), p. 120 (act. 59, 61, 62), p. 121 (act. 65, 68, 69), p. 122 (act. 72, 73, 74, 75, 76), p. 123 (act. 77, 78, 79, 80), p. 124 (act. 82, 84), p. 125 (act. 86, 87), pp. 126-127 (act. 91), p. 127 (act. 91), p. 128 (act. 93, 94), p. 130 (act. Proyectos: En grupo), p. 142 (act. 3), p. 144 (act. 13, 14), p. 148 (act. 25, 27), p. 149 (act. 29, 34), p. 150 (act. 37, 38, 39, 40), p. 154 (act. 58), p. 155 (act. 61, 62), p. 158 (act. 73), p. 159 (act. 77), p. 160 (act. Proyectos: En grupo), pp. 162-169, p. 172 (act. 3), p. 173 (act. 7), p. 174 (act. 15, 16, 17), p. 176 (act. 22, 25), p. 178 (act. 28, 29), p. 180 (act. 33), p. 181 (act. 34, 35, 36), p. 182 (act. 40, 41, 42, 43, 44, 45, 46), p. 183 (act. 47, 48, 49, 50, 51), p. 184 (act. 52, 53, 54, 55, 56, 57, 58), p. 186 (act. 63, 64), p. 187 (act. 65, 66, 67, 68), p. 188 (act. 71, 72), p. 189 (act. 75, 76, 77, 78), p. 191 (act. 83), p. 192 (act. 84), p. 193 (act. 87), p. 194 (act. 89, 90), p. 195 (act. 93), pp. 198-205</p>
<p><b>7.1.IH.IPERS.2:</b> Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.</p>	<p>p. 6 (act. 6, Foro de discusión), p. 8 (act. 23, 24), p. 11 (act. 31, 32), p. 17 (act. 57, 59), p. 22 (act. 75, 76), p. 23 (act. 81), p. 25 (act. 86), p. 40 (act. 3, 4), p. 41 (act. 8), p. 44 (act. 19, 23, 27), p. 50 (act. 49, 51), p. 51 (act. 55, 57, 58), p. 53 (act. 69), p. 54 (act. 70, 71), p. 55 (act. 73), p. 57 (act. 79), p. 58 (act. 82), p. 76 (act. 4), p. 77 (act. 7, 8, 9), p. 78 (act. 15, Foro de discusión), p. 81 (act. 19, 23), p. 84 (act. 32, 34), p. 89 (act. 59), p. 93 (act. 67), p. 106 (act. 3, 4), p. 108 (act. 15, 16), p. 113 (act. 31), p. 114 (act. 37, 38), p. 115 (act. 40, 41), p. 117 (act. 47), p. 119 (act. 53, 57), p. 120 (act. 58, 60, 62), p. 121 (act. 66, 67), p. 124 (act. 81), pp. 126-127 (act. 88), p. 127 (act. 90), p. 129 (act. 95, 96, 97, 98), p. 143 (act. 9), p. 144 (act. 10, 15, 16), p. 146 (act. 21, 23, 24, Foro de discusión), p. 148 (act. 26, 27, 28), p. 149 (act. 30, 31, 32, 33), p. 150 (act. 37, 38, 40), p. 151 (act. 41, 42, 43, 44, 45), p. 152 (act. 46, 47, 48, 51, 52), p. 153 (act. 54, 57), p. 157</p>

	(act. 68, 69), p. 159 (act. 75, 76), p. 173 (act. 8), p. 174 (act. Foro de discusión), p. 176 (act. Foro de discusión), p. 185 (act. 59, 60, 61), p. 190 (act. 79), p. 191 (act. 80, 81, 82), p. 195 (act. 94)
<b>7.1.IH.IPERS.3:</b> Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.	p. 6 (act. 14), p. 13 (act. 39, 40), p. 18 (act. 64), p. 91 (act. 62), p. 112 (act. 27, Foro de discusión), p. 113 (act. 30), p. 117 (act. 50), p. 142 (act. 5), p. 143 (act. Foro de discusión), p. 146 (act. 20), p. 181 (act. 39)
<b>7.1.IM.IPERS.4:</b> Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)	p. 83 (act. 30, 31), p. 149 (act. 35, 36), p. 152 (act. 49, 50, 53)
<b>7.1.IH.IPERS.5:</b> Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.	p. 6 (act. 15, 16), p. 8 (act. 22), p. 11 (act. 27), p. 13 (act. 40), p. 22 (act. 76), p. 24 (act. 84), p. 25 (act. 87), p. 44 (act. 18, 21), p. 106 (act. 4), p. 107 (act. 7, Foro de discusión), p. 108 (act. 16), p. 110 (act. 21, 22, 23), p. 112 (act. Foro de discusión), p. 172 (act. 4), p. 173 (act. 9), p. 174 (act. 18), p. 176 (act. 23, 24), p. 178 (act. 30, 31), p. 188 (act. 73), p. 192 (act. 85), p. 193 (act. 88)
<b>7.1.IH.IPERS.6:</b> Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.	p. 107 (act. Foro de discusión), p. 110 (act. 22, 23), p. 113 (act. 29, 30), p. 127 (act. 90), p. 129 (act. 97)

**PRESENTATIONAL MODE OF COMMUNICATION**

**Intermediate High learners** use connected sentences and some paragraph level language independently to communicate information, make presentations, and express thoughts about familiar and some unfamiliar topics. They use increasingly complex vocabulary and structures, compare points of view and perspectives, and write or speak original pieces such as essays, stories, and poems. Intermediate High learners demonstrate evidence of Advanced Low proficiency but lack consistency in maintaining the advanced level.

**CORE IDEA:** Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. S

Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

Performance Expectations	Examples from the program
<b>7.1.IH.PRSNT.1:</b> Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.	p. 17 (act. 58), p. 23 (act. 82), p. 25 (act. 87), p. 27 (act. Proyectos: Individual), p. 49 (act. 47), p. 59 (act. 86), p. 95 (act. Proyectos: Individual), pp. 126-127 (act. 92), p. 127 (act. 92), p. 130 (act. Proyectos: En grupo), p.131 (act. Proyectos: Individual), p. 188 (act. 73, 74), p. 196 (act. Proyectos: En grupo), p. 197 (act. Proyectos: Individual)
<b>7.1.IH.PRSNT.2:</b> Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.	p. 13 (act. 39), p. 60 (act. Proyectos: En grupo), p. 61 (act. Proyectos: Individual), p. 94 (act. Proyectos: En grupo), p. 161 (act. Proyectos: Individual)
<b>7.1.IH.PRSNT.3:</b> Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.	p. 11 (act. 31), p. 20 (act. 72), p. 23 (act. 79), p. 116 (act. 42, 43), p. 122 (act. 76), p. 157 (act. 70), p. 159 (act. 77)

<p><b>7.1.IH.PRSNT.4:</b> Use language creatively in writing for a variety of purposes.</p>	<p>p. 11 (act. 31), p. 27 (act. Proyectos: Individual), p. 113 (act. 32), p. 160 (act. Proyectos: En grupo)</p>
<p><b>7.1.IH.PRSNT.5:</b> Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.</p>	<p>p. 6 (act. 5), p. 13 (act. 39, 40), p. 40 (act. 1), p. 41 (act. 5), p. 56 (act. 75), p. 94 (act. Proyectos: En grupo)</p>
<p><b>7.1.IH.PRSNT.6:</b> Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.</p>	<p>p. 127 (act. 92), p. 131 (act. Proyectos: Individual)</p>
<p><b>INTERCULTURAL STATEMENTS</b></p>	
<p>Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</p>	
<p>Current events</p>	<p>p. 46 (act. 28), p. 49 (act. 45, 47, 48), p. 50 (act. 49), p. 188 (act. 73, 74)</p>
<p>Contemporary and emerging global issues including migration,</p>	<p>p. 44 (act. 20, 21, 22, 23), p. 50 (act. 49, 51, 52, 53), p. 129 (act. 98), p. 173 (act. 5, 6, 8)</p>
<p>Population</p>	<p>p. 56 (act. 76), 57 (act. 77, 79)</p>
<p>Discrimination</p>	<p>p. 23 (act. 81)</p>
<p>Resources</p>	<p>p. 50 (act. 49)</p>
<p>Climate change</p>	<p>p. 108 (act. 9, 10), p. 118 (act. 51), p. 121 (act. 63-66), p. 122 (act. 71), p. 129 (act. 98), p. 131 (act. Proyecto individual)</p>

INTERCULTURAL STATEMENTS	
Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.	
Impact of current events and global issues on the target culture societies and on the students' own society	p. 44 (act. 19), p. 46 (act. 28), p. 47 (act. 37), p. 114 (act. 33, 34), 185 (act. 61)
Effects of population growth and migration across the globe	p. 56 (act. 75, 76), p. 57 (act. 79), p. 172 (act. 1)
Environmental degradation and protections	p. 107 (act. Foro de discusión), p. 110 (act. 19, 20, 22, 23), p. 112 (act. 25, 27, 28), p. 113 (act. 29, 30), p. 116 (act. 42, 43), p. 117 (act. 44, 45), pp. 126-127 (act. 88, 89, 90, 91, 92), p. 130 (act. Proyectos: En grupo)
Discrimination and other conflicts that affect the world	p. 23 (act. 81), p. 172 (act. 4)
The allocation of scarce resources	p. 125 (act. 85)