

Instructional Material Program: ALBA Y GAEL 1

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

PROFICIENCY LEVEL: NOVICE HIGH

INTERPRETIVE MODE OF COMMUNICATION

Novice High learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.

CORE IDEA: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

Performance Expectations	Examples from the program
7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.	p. 50 (act. 1a, 1b), p. 62 (act. 2), p. 86 (act. 1).
7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.	p. 50 (act. 1a, 1b), p. 62 (act. 2), p. 86 (act. 1).
7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.	p. 45 (act. 5), p. 50 (act. 2), p. 57 (act. 4).

<p>7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).</p>	<p>p. 19 (act. 4), p. 50 (act. 1a, 1b, 2).</p>
<p>7.1.NM.IPRET.5: Identify some unique linguistic elements in the target culture.</p>	<p>p. 12 (act. 1), p. 13 (act. 3a), p. 24 (act. 1), p. 25 (act. 2), p. 37 (act. 1, 2, 3), p. 49 (act. 1-3), p. 57 (act. 4), p. 61 (act. 1, 2), p. 73 (act. 1-3), p. 84 (act. 1), p. 85 (act. 1, 2).</p>
<p>7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).</p>	<p>pp. 10-11 (act. ilustración principal), pp. 16-17 (act. ilustración principal), pp. 28-29 (act. ilustración principal), p. 18 (act. 1), p. 42 (act. 3).</p>
<p>7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.</p>	<p>pp. 10-11 (act. ilustración principal), p. 15 (act. 6), pp. 16-17 (act. ilustración principal), p. 18 (act. 1, 3), p. 20 (act. 1, 3), p. 21 (act. 4), p. 22 (act. 1), p. 23 (act. 6), p. 26 (act. 1), pp. 28-29 (act. ilustración principal), p. 30 (act. 1), p. 32 (act. 1, 3b), p. 34 (act. 1, 3a, 3b), p. 35 (act. 4a), p. 38 (act. 1), pp. 40-41 (ilustración principal), p. 42 (act. 1, 3), p. 43 (act. 4), p. 44 (act. 1), p. 45 (act. 4b), p. 46 (act. 1, 3), p. 50 (act. 1a, 1b, 2), pp. 52-53 (act. ilustración principal), p. 54 (act. 1, 3), p. 56 (act. 1), p. 58 (act. 1), p. 59 (act. 4a, 4b), p. 60 (act. 2), p. 62 (act. 1), pp. 64-65 (act. ilustración principal), p. 66 (act. 1), p. 67 (act. 4), p. 68 (act. 1), p. 70 (act. 1), pp. 76-77 (act. ilustración principal), p. 78 (act. 1), p. 80 (act. 1, 3), p. 82 (act. 1), p. 84 (act. 3).</p>
<p>7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.</p>	

INTERPERSONAL MODE OF COMMUNICATION

Novice High learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, places, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.

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

Performance Expectations	Examples from the program
7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.	pp. 10-11 (act. Ilustración principal), p. 13 (act. 3b, 3c), p. 14 (act. 4, 5), pp. 16-17 (act. Ilustración principal), p. 18 (act. 2), p. 19 (act. 4), p. 20 (act. 2), p. 21 (act. 5), p. 22 (act. 2), p. 23 (act. 4, 5), p. 26 (act. 2), pp. 28-29 (act. Ilustración principal), p. 30 (act. 2, 3), p. 31 (act. 4b), p. 32 (act. 2), p. 33 (act. 4a, 4b), p. 34 (act. 2), p. 36 (act. 2), pp. 40-41 (Ilustración principal), p. 42 (act. 2), p. 43 (act. 5), p. 44 (act. 2), p. 46 (act. 2), p. 47 (act. 4, 5), p. 48 (act. 2, 3), p. 57 (act. 4, 5), pp. 52-53 (act. Ilustración principal), p. 54 (act. 2), p. 56 (act. 2, 3), p. 58 (act. 2, 3), p. 62 (act. 3), pp. 64-65 (act. Ilustración principal), p. 66 (act. 2, 3), p. 70 (act. 2, 3), p. 74 (act. 1-3), pp. 76-77 (act. Ilustración principal), p. 78 (act. 2, 3), p. 82 (act. 2), p. 86 (act. 1).
7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.	p. 26 (act. 2), pp. 40-41 (Ilustración principal), p. 44 (act. 2), p. 45 (act. 5a, 5b), p. 62 (act. 2, 3), p. 83 (act. 4), p. 84 (act. 2).
7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.	p. 58 (act. 3), p. 67 (act. 5), p. 68 (act. 2, 3), p. 69 (act. 4), p. 72 (act. 3), pp. 76-77 (act. Ilustración principal), p. 79 (act. 4b, 5), p. 80 (act. 2), p. 81 (act. 4).
7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.	p. 36 (act. 3), p. 48 (act. 3), p. 57 (act. 5), p. 67 (act. 5).
7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language	p. 12 (act. 2), p. 13 (act. 3a, 3b), p. 18 (act. 2), p. 20 (act. 2), p. 22 (act. 2, 3), p. 24 (act. 1), p. 30 (act. 2), p. 32 (act. 3a), p. 34 (act. 2), p. 36 (act. 1), p. 42 (act. 2), p. 44 (act. 2), p. 45 (act. 4), p. 46 (act. 2), p. 48 (act. 1), p. 54 (act. 2), p. 56 (act. 2), p. 58 (act. 2), p. 59 (act. 5), p. 60 (act. 1), p. 66 (act. 2), p. 67 (act. 6),

during daily interactions.	p. 68 (act. 2), p. 70 (act. 2), p. 72 (act. 1), p. 78 (act. 2), p. 80 (act. 2), p. 81 (act. 5), p. 82 (act. 2), p. 84 (act. 1).
7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.	
<p>PRESENTATIONAL MODE OF COMMUNICATION</p> <p>Novice High learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.</p> <p>CORE IDEA: Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	
Performance Expectations	Examples from the program
7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.	p. 21 (act. 5), p. 24 (act. 2), p. 35 (act. 4b), p. 44 (act. 3), p. 47 (act. 4, 5), p. 59 (act. 4c).
7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.	p. 31 (act. 4a, 4b).
7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.	p. 26 (act. 3), p. 27 (act. 1-4), p. 38 (act. 2), p. 39 (act. 1-5), p. 51 (act. 1-3), p. 55 (act. 4, 5), p. 63 (act. 1-4), p. 71 (act. 4), p. 72 (act. 2, 3), p. 75 (act. 1-5), p. 79 (act. 4a, 4b), p. 82-83 (act. 3), p. 86 (act. 2), p. 87 (act. 1-5).
7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.	

<p>7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.</p>	<p>p. 21 (act. 5), p. 26 (act. 2, 3), p. 33 (act. 4b), p. 39 (act. 4), p. 86 (act. 2).</p>
<p>7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.</p>	

INTERCULTURAL STATEMENTS

Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.

<p>Communities</p>	<p>pp. 10-11 (act. Ilustración principal), pp. 16-17 (act. Ilustración principal), p. 26 (act. 1, 2), pp. 28-29 (act. Ilustración principal), p. 39 (act. 1-5), pp. 40-41 (act. Ilustración principal), p. 42 (act. 3), p. 50 (act. 1a), pp. 52-53 (act. Ilustración principal), p. 62 (act. 1, 2), pp. 64-65 (act. Ilustración principal), p. 67 (act. 6), p. 74 (act. 1-3), p. 81 (act. 5), p. 86 (act. 1).</p>
<p>Animals and their habitats</p>	<p>pp. 76-77 (act. Ilustración principal), p. 78 (act. 3), p. 79 (act. 4a, 4b, 5), p. 80 (act. 2, 3), p. 81 (act. 4, 5), pp. 82-83 (act. 2, 3), p. 84 (act. 1, 2, 3), p. 86 (act. 1).</p>
<p>Technology</p>	
<p>Geography</p>	<p>p. 15 (act. 6), p. 38 (act. 1), p. 74 (act. 2, 3), p. 86 (act. 1).</p>
<p>Climate</p>	
<p>Fine and performing arts</p>	<p>p. 26 (act. 1, 2), p. 26 (act. 1, 2), p. 42 (act. 3), p. 48 (act. 2), p. 50 (act. 1a, 1b, 2), p. 62 (act. 1, 2).</p>

INTERCULTURAL STATEMENTS

Learners recognize and identify a few typical practices of the target culture.

Communities life	pp. 10-11 (act. Ilustración principal), pp. 16-17 (act. Ilustración principal), p. 18 (act. 1), p. 19 (act. 4), p. 22 (act. 3), p. 26 (act. 1, 2), pp. 28-29 (act. Ilustración principal), p. 38 (act. 1), pp. 40-41 (Ilustración principal), p. 42 (act. 3), p. 50 (act. 1a, 1b, 2), pp. 52-53 (act. Ilustración principal), p. 59 (act. 5), pp. 64-65 (act. Ilustración principal).
Reasons and patterns of animal migration	
Changes to human life because of technology	
Impact of geography on individuals	p. 38 (act. 1, 2).
The outcomes of climate change on the target people	
Reflection of a society in its fine and practical arts	p. 26 (act. 1, 2), p. 50 (act. 1a, 1b, 2).