

Instructional Material Program: ALBA Y GAEL 2

2021 New York State Learning Standards for World Languages (Modern Languages)

LEVEL: NOVICE HIGH TO INTERMEDIATE LOW

ANCHOR STANDARD: COMMUNICATION	
Learners communicate effectively in the target language in order to function in a variety of contexts and for multiple purposes.	
LEARNING STANDARDS	EVIDENCE
<p>Standard 1: Interpretive Communication Learners understand, interpret, and analyze what is heard, read, received, or viewed on a variety of topics, using a range of diverse texts, including authentic resources.</p>	<p>pp. 10-11 (act. Ilustración principal), p. 12 (act. 1a, 2), p. 13 (act. 4), p. 14 (act. 5a, 6), p. 16 (act. 2), pp. 18-19 (act. Ilustración principal), p. 20 (act. 1, 2, 3), p. 21 (act. 4a, 5), p. 22 (act. 6), p. 23 (act. 1, 2, 3), p. 24 (act. 4, 5), p. 25 (act. 6), p. 26 (act. 1, 3), p. 27 (act. 1, 2, 3), p. 28 (act. 1), pp. 30-31 (act. Ilustración principal), p. 32 (act. 1, 2, 3), p. 33 (act. 4a, 5), p. 34 (act. 6), p. 35 (act. 1, 2, 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. Ilustración principal), p. 44 (act. 1, 2), p. 45 (act. 3b, 4), p. 46 (act. 6a, 6b), p. 47 (act. 1, 2, 3), p. 48 (act. 4, 6), p. 49 (act. 7), p. 50 (act. 1), p. 51 (act. 1, 2, 3), p. 52 (act. 1, 2, 3), pp. 54-55 (act. Ilustración principal), p. 56 (act. 1, 2, 3), p. 57 (act. 4a, 5), p. 58 (act. 6, 7), p. 59 (act. 1, 2, 3a, 3b), p. 60 (act. 4), p. 61 (act. 6a), p. 62 (act. 1), p. 63 (act. 1, 2), p. 64 (act. 1), pp. 66-67 (act. Ilustración principal), p. 68 (act. 1, 2, 3), p. 69 (act. 4), p. 70 (act. 5), 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. Ilustración principal), p. 80 (act. 1, 2, 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, 2, 3), p. 88 (act. 1).</p>

<p>Standard 2: Interpersonal Communication Learners interact and negotiate meaning in spontaneous, spoken, visual*, or written communication to exchange information and express feelings, preferences, and opinions.</p>	<p>pp. 10-11 (act. Ilustración principal), p. 12 (act. 1b), p. 13 (act. 3), p. 14 (act. 5a, 5b), p. 16 (act. 1), pp. 18-19 (act. Ilustración principal), p. 22 (act. 8), p. 25 (act. 7), p. 26 (act. 2), p. 27 (act. 1, 2, 3), pp. 30-31 (act. Ilustración principal), p. 33 (act. 4a, 5), p. 37 (act. 6, 7), p. 38 (act. 2), p. 41 (act. NUESTRA ESTACIÓN FAVORITA DEL AÑO), pp. 42-43 (act. Ilustración principal), p. 44 (act. 3a), p. 45 (act. 5), p. 48 (act. 5), p. 49 (act. 8), p. 50 (act. 2, 3), p. 52 (act. 3), pp. 54-55 (act. Ilustración principal), p. 57 (act. 5), p. 60 (act. 5), p. 61 (act. 7), p. 62 (act. 2), p. 65 (act. NUESTRO BARRIO IDEAL), pp. 66-67 (act. Ilustración principal), p. 71 (act. 2), p. 74 (act. 2), p. 76 (act. 2), p. 77 (act. DE PASEO POR LA GRANJA), pp. 78-79 (act. Ilustración principal), p. 82 (act. 5b), p. 83 (act. 3), p. 85 (act. 5), p. 86 (act. 2), p. 89 (act. CUADERNO DE VIAJE).</p>
<p>Standard 3: Presentational Communication Learners present information and ideas on a variety of topics adapted to various audiences of listeners, readers, or viewers to describe, inform, narrate, explain, or persuade.</p>	<p>p. 15 (act. 7a, 7b), p. 16 (act. 1, 3), p. 17 (act. MI MARIONETA HABLA ESPAÑOL), p. 21 (act. 4b), p. 22 (act. 7), p. 29 (act. MI AUTORRETRATO), p. 33 (act. 4b), p. 34 (act. 7a, 7b), p. 41 (act. NUESTRA ESTACIÓN FAVORITA DEL AÑO), p. 46 (act. 7), p. 52 (act. 3), p. 53 (act. MIS MOMENTOS), p. 57 (act. 4b), p. 64 (act. 2), p. 65 (act. NUESTRO BARRIO IDEAL), p. 73 (act. 6), p. 76 (act. 2), p. 77 (act. DE PASEO POR LA GRANJA), p. 88 (act. 2), p. 89 (act. CUADERNO DE VIAJE).</p>
<p>ANCHOR STANDARD: CULTURES</p>	
<p>Learners use the target language to identify, describe, compare, and explain the practices, products, and perspectives of the cultures studied.</p>	
<p>LEARNING STANDARDS</p>	<p>EVIDENCE</p>
<p>Standard 4: Relating Cultural Practices and Products to Perspectives Learners use the target language to identify, describe, and explain the practices and products of the cultures studied as well as the cultural perspectives they suggest.</p>	<p>pp. 10-11 (act. Ilustración principal), p. 12 (act. 1), p. 13 (act. 4), pp. 18-19 (act. Ilustración principal), p. 26 (act. 2, 3), p. 28 (act. 1), pp. 30-31 (act. Ilustración principal), p. 33 (act. 5), p. 40 (act. 1, 2), pp. 42-43 (act. Ilustración principal), p. 48 (act. 6), p. 52 (act. 1, 2, 3), pp. 54-55 (act. Ilustración principal), p. 58 (act. 6, 7), p. 59 (act. 2), p. 64 (act. 1), pp. 66-67 (act. Ilustración principal), p. 72 (act. 4a, 4b), p. 73 (act. 7), p. 76 (act. 1), pp. 78-79 (act. Ilustración principal), p. 81 (act. 4a, 4b), p. 82 (act. 5b), p. 83 (act. 1, 2, 3), p. 84 (act. 4).</p>

<p>Standard 5: Cultural Comparisons Learners use the target language to compare the products and practices of the cultures studied and their own.</p>	<p>pp. 10-11 (act. Ilustración principal), pp. 18-19 (act. Ilustración principal), pp. 30-31 (act. Ilustración principal), pp. 42-43 (act. Ilustración principal), pp. 54-55 (act. Ilustración principal), p. 56 (act. 3), p. 64 (act. 2), p. 65 (act. NUESTRO BARRIO IDEAL), pp. 66-67 (act. Ilustración principal), pp. 78-79 (act. Ilustración principal), p. 88 (act. 2).</p>
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