

Instructional Material Program: ALBA Y GAEL 1

Colorado Academic Standards for World Languages (2020)

LEVEL: NOVICE LOW TO NOVICE HIGH

STANDARD 1:

Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

PREPARED GRADUATES:

1. Interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions (interpersonal mode).

Novice Low

Range Level Expectation:

1.1 Communicate in spontaneous spoken, written or signed conversations on both very familiar and everyday topics using practiced or memorized words and phrases (interpersonal mode).

EVIDENCE OUTCOMES Students can:	EXAMPLES IN ALBA Y GAEL 1
a. Provide information by answering simple questions on very familiar topics using practiced or memorized words and phrases, with the help of gestures or visuals.	pp. 10-11, p. 14 (act. 4, 5), pp. 16-17, p. 18 (act. 2), p. 19 (act. 4), p. 20 (act. 2, 3), p. 21 (act. 5), p. 22 (act. 2), p. 24 (act. 2), p. 25 (act. 1, 2), p. 26 (act. 2), pp. 28-29, p. 32 (act. 2), p. 33 (act. 4b), p. 34 (act. 2), p. 35 (act. 4b), p. 36 (act. 2, 3), p. 37 (act. 1-3)
b. Express some basic needs using practiced or memorized words and phrases, with the help of gestures and visuals.	pp. 10-11, pp. 28-29, p. 31 (act. 4b)

<p>c. Express basic preferences or feelings using practiced or memorized words and phrases, with the help of gestures and visuals.</p>	<p>pp. 10-11, p. 30 (act. 2), p. 31 (act. 4a, 4b)</p>
<p>Novice Mid Range Level Expectation: <i>1.1 Communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics using a variety of practiced or memorized words, phrases and simple sentences (interpersonal mode).</i></p>	
<p>EVIDENCE OUTCOMES Students can:</p>	<p>EXAMPLES IN ALBA Y GAEL 1</p>
<p>a. Request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words and phrases and simple sentences.</p>	<p>p. 42 (act. 2), p. 43 (act. 5), p. 44 (act. 2), p. 45 (act. 5b), p. 46 (act. 2), p. 47 (act. 4,), p. 48 (act. 3), p. 49 (act. 1-3), p. 54 (act. 2) p. 56 (act. 2), p. 57 (act. 4, 5), p. 58 (act. 2), p. 59 (act. 4a)</p>
<p>b. Express basic needs related to familiar and everyday activities using a mixture of practiced or memorized words and phrases.</p>	<p>pp. 40-41, pp. 52-53 p. 54 (act. 2), p. 56 (act. 2), p. 59 (act. 4a)</p>
<p>c. Express preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases and questions.</p>	<p>p. 47 (act. 5), p. 58 (act. 3), p. 59 (act. 4c)</p>

Novice High Range Level Expectation: <i>1.1 Communicate in spontaneous spoken, written or signed conversations on both very familiar and everyday topics using a variety of simple sentences (interpersonal mode).</i>	
EVIDENCE OUTCOMES Students can:	EXAMPLES IN ALBA Y GAEL 1
a. Request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time.	pp. 64-65, pp. 66-67, p. 78 (act. 2), p. 82 (act. 2), p. 83 (act. 3, 4), p. 85 (act. 1, 2), p. 86 (act. 1)
b. Interact with others to meet basic needs related to routine everyday activities using simple sentences most of the time.	pp. 64-65, p. 66 (act. 2), p. 67 (act. 5), p. 70 (act. 2), p. 83 (act. 4)
c. Express, ask about and react to preferences, opinions, or feelings using simple sentences most of the time and asking questions to keep the conversation on topic.	pp. 64-65, p. 67 (act. 5), p. 68 (act. 2, 3), p. 69 (act. 4), p. 71 (act. 4), p. 72 (act. 3), p. 78 (act. 2), p. 79 (act. 5), p. 80 (act. 2)

PREPARED GRADUATES:

2. Understand, interpret and analyze what is heard, read or viewed on a variety of topics (interpretive mode).

Novice Low

Range Level Expectation:

1.2 Identify the general topic and some basic information in texts that are spoken, written, or signed in both very familiar and everyday contexts, by recognizing memorized words or familiar words (interpretive mode).

EVIDENCE OUTCOMES Students can:	EXAMPLES IN ALBA Y GAEL 1
a. Identify memorized or familiar words when they are supported by gestures or visuals in informational texts.	p. 12 (act. 1, 2), p. 13 (act. 3a, 3b), p. 15 (act. 6), p. 23 (act. 4, 5, 6), p. 24 (act. 1), p. 25 (act. 1, 2), p. 26 (act. 1), p. 30 (act. 3), p. 32 (act. 3a, 3b), p. 36 (act. 1, 2,) p. 38 (act. 1)
b. Identify memorized or familiar words when they are supported by gestures or visuals in fictional texts	p. 18 (act. 1), p. 34 (act. 1, 2, 3a, 3b), p. 35 (act. 4a)
c. Understand memorized or familiar words when they are supported by gestures or visuals in conversations, discussions and other sources.	p. 18 (act. 1, 3), p. 20 (act. 1), p. 21 (act. 4), p. 22 (act. 1, 2, 3), p. 30 (act. 1, 2), p. 32 (act. 1, 2)

Novice Mid

Range Level Expectation:

1.2 Identify the general topic and some basic information in texts that are spoken, written or signed in both very familiar and everyday contexts, by recognizing memorized words and phrases (interpretive mode).

EVIDENCE OUTCOMES Students can:	EXAMPLES IN ALBA Y GAEL 1
a. Identify some basic facts from memorized words and phrases, when supported by gestures or visuals in informational texts.	p. 42 (act. 3), p. 43 (act. 4, 5), p. 44 (act. 3), p. 45 (act. 4a, 4b, 5), p. 48 (act. 1), p. 49 (act. 1-3), p. 50 (act. 1a, 1b, 2), p. 60 (act. 1, 2), p. 61 (act. 1, 2), p. 62 (act. 1, 2)

<p>b. Identify some basic facts from memorized words and phrases, when supported by gestures or visuals in fictional texts.</p>	<p>p. 55 (act. 4), p. 59 (act. 4a, 4b, 5)</p>
<p>c. Identify some basic facts from memorized words and phrases, when supported by gestures or visuals in conversations, discussions and other sources.</p>	<p>p. 42 (act. 1, 2), p. 44 (act. 1, 2), p. 46 (act. 1, 2, 3), p. 54 (act. 1, 2, 3), p. 56 (act. 1-3), p. 58 (act. 1, 2)</p>
<p>Novice High Range Level Expectation: <i>1.2 Identify the general topic and some basic information in texts that are spoken, written or signed in both very familiar and everyday contexts, by recognizing simple sentences (interpretive mode).</i></p>	
<p>EVIDENCE OUTCOMES Students can:</p>	<p>EXAMPLES IN ALBA Y GAEL 1</p>
<p>a. Identify the topic and some isolated facts from simple sentences in informational texts.</p>	<p>p. 66 (act. 3), p. 70 (act. 3), p. 73 (act. 1, 2, 3), p. 74 (act. 1, 2, 3), p. 78 (act. 3), p. 82 (act. 3), p. 84 (act. 1, 2, 3), p. 85 (act. 1, 2)</p>
<p>b. Identify the topic and some isolated elements from simple sentences in short fictional texts.</p>	<p>p. 67 (act. 4, 6), p. 79 (act. 4a), p. 81 (act. 5)</p>
<p>c. Understand familiar questions and statements from simple sentences in conversations, discussions and other sources.</p>	<p>p. 66 (act. 1, 2), p. 68 (act. 1, 2), p. 70 (act. 1, 2), p. 72 (act. 1, 2), p. 78 (act. 1, 2), p. 80 (act. 1, 2, 3), p. 82 (act. 1, 2)</p>

PREPARED GRADUATES:

3. 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 (presentational mode).

Novice Low

Range Level Expectation:

1.3 Present information on very familiar and everyday topics using a variety of practiced or memorized words through spoken, written or signed language.

EVIDENCE OUTCOMES Students can:	EXAMPLES IN ALBA Y GAEL 1
a. Introduce self, using practiced or memorized words and phrases with the help of gestures or visuals.	p. 27 (act. 1, 2, 3, 4), p. 33 (act. 4b), p. 38 (act. 2)
b. Express likes and dislikes using practiced or memorized words and phrases with the help of gestures or visuals.	p. 31 (act. 4a, 4b), p. 39 (act. 1, 2, 3, 4, 5)
c. Name very familiar people, places and objects using practiced or memorized words and phrases with the help of gestures or visuals.	p. 26 (act. 3), p. 35 (act. 4b), p. 39 (act. 1, 2, 3, 4, 5)

Novice Mid

Range Level Expectation:

1.3 Present information on both very familiar and everyday topics using a variety of practiced and memorized words, phrases, and simple sentences through spoken, written or signed language (presentational mode).

EVIDENCE OUTCOMES Students can:	EXAMPLES IN ALBA Y GAEL 1
a. Present information about self, interests and activities using a mixture of practiced or memorized words, phrases and simple sentences.	p. 47 (act. 5), p. 51 (act. 1, 2, 3), p. 55 (act. 5), p. 59 (act. 4c), p. 62 (act. 3)

<p>b. Express likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences.</p>	<p>p. 51 (act. 1), p. 55 (act. 5), p. 59 (act. 4c)</p>
<p>c. Present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases and simple sentences.</p>	<p>p. 59 (act. 4a, 4b), p. 63 (act. 1, 2, 3, 4)</p>
<p>Novice High Range Level Expectation: <i>1.3 Present information on very familiar and everyday topics using a variety of simple sentences through spoken, written or signed language (presentational mode).</i></p>	
<p>EVIDENCE OUTCOMES Students can:</p>	<p>EXAMPLES IN ALBA Y GAEL 1</p>
<p>a. Present personal information about their lives and activities using simple sentences most of the time.</p>	<p>p. 87 (act. 1, 2, 3, 4, 5)</p>
<p>b. Express preferences on familiar and everyday topics of interest using simple sentences most of the time.</p>	<p>p. 72 (act. 2, 3), p. 75 (act. 1, 2, 3, 4, 5), p. 79 (act. 4b), p. 87 (act. 2, 4)</p>
<p>c. Present on familiar and everyday topics using simple sentences most of the time.</p>	<p>p. 72 (act. 2, 3), p. 79 (act. 4a), p. 86 (act. 2)</p>

STANDARD 2:

Cultures/Intercultural Communication: Interact with cultural competence and understanding.

PREPARED GRADUATES:

4. Use the language to investigate, explain and reflect on the relationship between the practices and perspectives of the cultures studied.

Novice Low

Range Level Expectation:

2.1 Identify practices to help understand perspectives in the target cultures and the student's own.

EVIDENCE OUTCOMES Students can:	EXAMPLES IN ALBA Y GAEL 1
a. Investigate and identify some typical practices related to everyday familiar life in the target cultures and the student's own culture when using the target language in the three modes at the novice-low range.	p. 15 (act. 6), p. 21 (act. 4), p. 35 (act. 4b), p. 38 (act. 1)
b. Communicate with others from the target culture in familiar everyday situations showing basic cultural awareness when using the target language in the three modes at the novice-low range.	p. 18 (act. 2, 3), p. 19 (act. 4), p. 20 (act. 3), p. 30 (act.2), p. 31 (act. 4b), p. 38 (act. 2)
c. Use appropriate rehearsed behaviors and recognize some inappropriate behaviors in familiar everyday situations when using the target language in the three modes at the novice-low range.	p. 18 (act. 2), p. 19 (act. 4), p. 20 (act. 3), p. 22 (act. 3), p. 31 (act. 4b), p. 35 (act. 4b)

<p>d. Interact with others in and from another culture at a survival level in some familiar everyday contexts when using the target language in the three modes at the novice-low range.</p>	<p>p. 19 (act. 4), p. 20 (act. 2), p. 21 (act. 4, 5), p. 30 (act. 1, 2)</p>
<p>Novice Mid Range Level Expectation: <i>2.1 Examine practices to help understand perspectives in the target cultures and the student's own.</i></p>	
<p>EVIDENCE OUTCOMES Students can:</p>	<p>EXAMPLES IN ALBA Y GAEL 1</p>
<p>a. Investigate and identify some typical practices related to everyday familiar life in the target cultures and the student's own culture when using the target language in the three modes at the novice-mid range.</p>	<p>p. 42 (act. 3), p. 50 (act. 1a, 1b, 2), p. 62 (act. 1, 2)</p>
<p>b. Communicate with others from the target culture in familiar everyday situations showing basic cultural awareness when using the target language in the three modes at the novice-mid range.</p>	<p>p. 42 (act. 2), p. 47 (act. 5), p. 59 (act. 4c)</p>
<p>c. Use appropriate rehearsed behaviors and recognize some inappropriate behaviors in familiar everyday situations when using the target language in the three modes at the novice-mid range.</p>	<p>p. 43 (act. 5), p. 44 (act. 1), p. 46 (act. 2)</p>

<p>d. Interact with others in and from another culture at a survival level in some familiar everyday contexts when using the target language in the three modes at the novice-mid range.</p>	<p>p. 42 (act. 2), p. 44 (act. 2), p. 49 (act. 2)</p>
<p>Novice High Range Level Expectation: <i>2.1 Interpret practices to help understand perspectives in the target cultures and the student's own.</i></p>	
<p>EVIDENCE OUTCOMES Students can:</p>	<p>EXAMPLES IN ALBA Y GAEL 1</p>
<p>a. Investigate and identify some typical practices related to everyday familiar life in the target cultures and the student's own culture when using the target language in the three modes at the novice-high range.</p>	<p>p. 50 (act. 1a), p. 74 (act. 3), p. 86 (act. 1)</p>
<p>b. Communicate with others from the target culture in familiar everyday situations showing basic cultural awareness when using the target language in the three modes at the novice-high range.</p>	<p>p. 83 (act. 4), p. 86 (act. 1), p. 87 (act. 2)</p>
<p>c. Use appropriate rehearsed behaviors and recognize some inappropriate behaviors in familiar everyday situations when using the target language in the three modes at the novice-high range.</p>	<p>p. 70 (act. 2), p. 81 (act. 4), p. 82 (act. 2), p. 83 (act. 4)</p>

<p>d. Interact with others in and from another culture at a survival level in some familiar everyday contexts when using the target language in the three modes at the novice-high range.</p>	<p>p. 70 (act. 2), p. 82 (act. 2), p. 81 (act. 4)</p>
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PREPARED GRADUATES:

5. Use the language to investigate, explain and reflect on the relationship between the products and perspectives of the cultures studied.

Novice Low

Range Level Expectation:

2.2 Identify products to help understand perspectives in the target cultures and the student's own.

<p>EVIDENCE OUTCOMES Students can:</p>	<p>EXAMPLES IN ALBA Y GAEL 1</p>
<p>a. Investigate and identify some typical products related to everyday familiar life in the target cultures and the student's own culture when using the target language in the three modes at the novice-low range.</p>	<p>p. 26 (act. 1, 2), p. 36 (act. 1, 2), p. 39 (1, 2, 3, 4, 5)</p>
<p>b. Communicate with others from the target culture in familiar everyday situations showing basic cultural awareness when using the target language in the three modes at the novice-low range.</p>	<p>p. 15 (act. 6), p. 18 (act. 2), p. 26 (act. 1, 2), p. 32 (act. 2), p. 39 (act. 1, 2, 3, 4, 5)</p>

<p>c. Use appropriate rehearsed behaviors and recognize some inappropriate behaviors in familiar everyday situations when using the target language in the three modes at the novice-low range.</p>	<p>p. 31 (act. 4b), p. 39 (act. 1, 2, 3, 4, 5)</p>
<p>d. Interact with others in and from another culture at a survival level in some familiar everyday contexts when using the target language in the three modes at the novice-low range.</p>	<p>p. 30 (act. 2), p. 31 (act. 4b), p. 33 (act. 4b)</p>
<p>Novice Mid Range Level Expectation: <i>2.2 Examine products to help understand perspectives in the target cultures and the student's own.</i></p>	
<p>EVIDENCE OUTCOMES Students can:</p>	<p>EXAMPLES IN ALBA Y GAEL 1</p>
<p>a. Investigate and identify some typical products related to everyday familiar life in the target cultures and the student's own culture when using the target language in the three modes at the novice-mid range.</p>	<p>p. 30 (act. 1), p. 42 (act. 3), p. 50 (act. 1a, 1b, 2), p. 62 (act. 1, 2, 3)</p>
<p>b. Communicate with others from the target culture in familiar everyday situations showing basic cultural awareness when using the target language in the three modes at the novice-mid range.</p>	<p>p. 42 (act. 2), p. 47 (act. 4), p. 62 (act. 3), p. 63 (act. 1, 2, 3)</p>

<p>c. Use appropriate rehearsed behaviors and recognize some inappropriate behaviors in familiar everyday situations when using the target language in the three modes at the novice-mid range.</p>	<p>p. 43 (act. 5), p. 44 (act. 1), p. 46 (act. 2)</p>
<p>d. Interact with others in and from another culture at a survival level in some familiar everyday contexts when using the target language in the three modes at the novice-mid range.</p>	<p>p. 44 (act. 2), p. 48 (act. 3), p. 49 (act. 2)</p>
<p>Novice High Range Level Expectation: <i>2.2 Interpret products to help understand perspectives in the target cultures and the student's own.</i></p>	
<p>EVIDENCE OUTCOMES Students can:</p>	<p>EXAMPLES IN ALBA Y GAEL 1</p>
<p>a. Investigate and identify some typical products related to everyday familiar life in the target cultures and the student's own culture when using the target language in the three modes at the novice-high range.</p>	<p>p. 74 (act. 1, 2, 3), p. 86 (act. 1)</p>
<p>b. Communicate with others from the target culture in familiar everyday situations showing basic cultural awareness when using the target language in the three modes at the novice-high range.</p>	<p>p. 70 (act. 2), p. 71 (act. 4), p. 72 (act. 2), p. 86 (act. 1)</p>

<p>c. Use appropriate rehearsed behaviors and recognize some inappropriate behaviors in familiar everyday situations when using the target language in the three modes at the novice-high range.</p>	<p>p. 68 (act. 2), p. 70 (act. 2), p. 72 (act. 3), p. 74 (act. 1)</p>
<p>d. Interact with others in and from another culture at a survival level in some familiar everyday contexts when using the target language in the three modes at the novice-high range.</p>	<p>p. 70 (act. 2), p. 82 (act. 2), p. 87 (act. 4)</p>

STANDARD 3:

Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.

PREPARED GRADUATES:

6. Build, reinforce and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

Novice Low

Range Level Expectation:

3.1 Identify information that can be gathered from target language resources connected to other content areas.

<p>EVIDENCE OUTCOMES Students can:</p>	<p>EXAMPLES IN ALBA Y GAEL 1</p>
<p>a. Identify selected information and skills from other content areas in experiences related to the target language and its cultures when using the target language in the three modes at the novice-low range.</p>	<p>p. 15 (act. 6), p. 22 (act. 3), p. 15 (act. 6), p. 26 (act. 1) p. 32 (act. 3b),</p>

<p>b. Reinforce learning in other content areas while using authentic resources when using the target language in the three modes at the novice-low range.</p>	<p>p. 26 (act. 2, 3), p. 27 (act. 1, 2, 3, 4), p. 32 (act. 3), p. 33 (act. 4), p. 39 (act. 1, 2, 3, 4, 5)</p>
<p>Novice Mid Range Level Expectation: <i>3.1 Summarize information gathered from target language resources connected to other content areas.</i></p>	
<p>EVIDENCE OUTCOMES Students can:</p>	<p>EXAMPLES IN ALBA Y GAEL 1</p>
<p>a. Identify selected information and skills from other content areas in experiences related to the target language and its cultures when using the target language in the three modes at the novice-mid range.</p>	<p>pp. 40-41, p. 42 (act. 2, 3), p. 48 (act. 1, 2), p. 62 (act. 1, 2, 3)</p>
<p>b. Reinforce learning in other content areas while using authentic target language resources and the three modes at the novice-mid range.</p>	<p>p. 43 (act. 5), p. 44 (act. 3), p. 45 (act. 4, 5), p. 50 (act. 1, 2), p. 51 (1, 2, 3), p. 55 (act. 4, 5), p. 56 (act. 5) p. 63 (act. 1, 2, 3), p. 67 (act. 6)</p>

<p>Novice High Range Level Expectation: <i>3.1 Examine information gathered from target language resources connected to other content areas.</i></p>	
EVIDENCE OUTCOMES Students can:	EXAMPLES IN ALBA Y GAEL 1
a. Identify selected information and skills from other content areas in experiences related to the target language and cultures when using the target language in the three modes at the novice-high range.	p. 74 (act. 2, 3), p. 82 (act. 2, 3), p. 86 (act. 1)
b. Reinforce learning in other content areas while using authentic target language resources and the three modes at the novice-high range.	p. 81 (act. 5), p. 84 (act. 2, 3), p. 86 (act. 2), p. 87 (act. 1, 2, 3, 4, 5)
<p>PREPARED GRADUATES: 7. Access and evaluate information and diverse perspectives that are available through the language and its culture(s).</p>	
<p>Novice Low Range Level Expectation: <i>3.2 Use authentic resources to locate basic information.</i></p>	
EVIDENCE OUTCOMES Students can:	EXAMPLES IN ALBA Y GAEL 1
a. Extract information about the target cultures from selected authentic sources when using the target language in the three modes at the novice-low range.	p. 12 (act. 2), p. 15 (act. 6), p. 26 (act. 1)

<p>b. Use authentic target language sources to gain insight about the distinctive perspectives of the target culture when using the target language in the three modes at the novice-low range.</p>	<p>p. 26 (act. 2)</p>
<p>Novice Mid Range Level Expectation: <i>3.2 Organize information acquired from authentic resources.</i></p>	
<p>EVIDENCE OUTCOMES Students can:</p>	<p>EXAMPLES IN ALBA Y GAEL 1</p>
<p>a. Identify and/or apply selected information and skills from other content areas in experiences related to the target language and cultures when using the target language in the three modes at the novice-mid range.</p>	<p>p. 50 (act. 1), p. 62 (act. 1)</p>
<p>b. Reinforce and/or expand learning in other content areas using authentic target language resources when using the target language in the three modes at the novice-mid range.</p>	<p>p. 62 (act. 2)</p>

Novice High Range Level Expectation: <i>3.2 Relate information acquired from authentic resources to individual perspectives and experiences.</i>	
EVIDENCE OUTCOMES Students can:	EXAMPLES IN ALBA Y GAEL 1
a. Identify and/or apply selected information and skills from other content areas in experiences related to the target language and its culture(s) when using the target language in the three modes at the novice-high range.	p. 74 (act. 1, 2, 3), p. 86 (act. 1)
b. Reinforce and/or expand learning in other content areas while using authentic target language resources and the three modes at the novice-high range.	p. 71 (act. 4)

STANDARD 4:

Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence.

PREPARED GRADUATES:

8. Use the language to investigate, explain and reflect on the nature of language through comparisons of the target language and the student’s own language.

Novice Low

Range Level Expectation:

4.1 Identify similarities and differences of the target language and the student’s own language.

EVIDENCE OUTCOMES Students can:	EXAMPLES IN ALBA Y GAEL 1
a. Use examples of words that are similar in the target language and the student’s own language in the three modes at the novice-low range.	p. 12 (act. 1, 2), p. 13 (act. 3), p. 15 (act. 6), p. 24 (act. 1)
b. Recognize identified idiomatic expressions that cannot be directly translated into the student’s own language in the three modes at the novice-low range.	p. 20 (act. 3), p. 30 (act. 2), p. 31 (act. 4b)
c. Identify differences in formal and informal requirements for language between the target language and the student’s own language in the three modes at the novice-low range.	p. 18 (act. 1, 2, 3), p. 19 (act. 4), p. 20 (act. 1-3), p. 21 (act. 4, 5), p. 30 (act. 1, 2), p. 31 (act. 31b)

<p>d. Use basic grammatical structures in context and recognize similarities and differences in the student’s own language when using the target language in the three modes at the novice-low range.</p>	<p>p. 21 (act. 5), p. 23 (act. 4, 5), p. 24 (act. 2), p. 25 (act 1, 2), p. 36 (act. 1), p. 37 (act. 1-3)</p>
<p>e. Identify and compare the sound and writing systems of the target language with the student’s own language, including stress, intonation and punctuation in the three modes at the novice-low range.</p>	<p>p. 12 (act. 2), p. 13 (act. 3a, 3b, 3c), p. 32 (act. 3)</p>
<p>Novice Mid Range Level Expectation: <i>4.1 Expand knowledge of similarities and differences of the target language and the student’s own language.</i></p>	
<p>EVIDENCE OUTCOMES Students can:</p>	<p>EXAMPLES IN ALBA Y GAEL 1</p>
<p>a. Use examples of words that are similar in the target language and their own language in the three modes at the novice-mid range.</p>	<p>p. 42 (act. 3), p. 50 (act. 1), p. 54 (act. 3), p. 60 (act. 1)</p>
<p>b. Recognize identified idiomatic expressions that cannot be directly translated into their own language in the three modes at the novice-mid range.</p>	<p>p. 50 (act. 1, 2) p. 56 (act. 2), 58 (act. 2)</p>

<p>c. Identify differences in formal and informal requirements for language between the target language and their own language in the three modes at the novice-mid range.</p>	<p>p. 46 (act. 2), p. 54 (act. 2), p. 56 (act. 2)</p>
<p>d. Use basic grammatical structures in context and recognize similarities and differences in their own language when using the target language in the three modes at the novice-mid range.</p>	<p>p. 48 (act. 1, 2, 3), p. 49 (act. 1, 2, 3), p. 51 (act. 1, 2, 3), p. 60 (act. 1, 2), p. 61 (act. 1, 2), p. 63 (act. 1, 2, 3, 4)</p>
<p>e. Identify and compare the sound and writing systems of the target language with their own language, including stress, intonation and punctuation in the three modes at the novice-mid range.</p>	<p>p. 45 (act. 4), 48 (act. 1), p. 60 (act. 1)</p>
<p>Novice High Range Level Expectation: <i>4.1 Describe similarities and differences of the target language and the student's own language.</i></p>	
<p>EVIDENCE OUTCOMES Students can:</p>	<p>EXAMPLES IN ALBA Y GAEL 1</p>
<p>a. Use examples of words that are similar in the target language and the student's own language in the three modes at the novice-high range.</p>	<p>p. 66 (act. 3), p. 69 (act. 4), p. 70 (act. 3), p. 72 (act. 1), p. 74 (act. 1, 3), p. 78 (act. 3), p. 84 (act. 1), p. 86 (act. 1)</p>

<p>b. Recognize identified idiomatic expressions that cannot be directly translated into the student’s own language in the three modes at the novice-high range.</p>	<p>p. 72 (act. 2, 3), p. 74 (act. 3), p. 79 (act. 4b), p. 80 (act. 3), p. 81 (act. 4, 5)</p>
<p>c. Identify differences in formal and informal requirements for language between the target language and the student’s language in the three modes at the novice-high range.</p>	<p>p. 66 (act. 2), p. 67 (act. 2), p. 68 (act. 2), p. 78 (act. 2)</p>
<p>d. Use basic grammatical structures in context and recognize similarities and differences in the student’s language when using the target language in the three modes at the novice-high range.</p>	<p>p. 66 (act. 3), p. 69 (act. 4), p. 72 (act. 1), p. 73 (act. 1, 2, 3), p. 75 (act. 1, 2, 3, 4, 5), p. 79 (act. 4), p. 84 (act. 1), p. 85 (act. 1, 2), p. 87 (1, 2, 3, 4, 5)</p>
<p>e. Identify and compare the sound and writing systems of the target language with the student’s language, including stress, intonation and punctuation in the three modes at the novice-high range.</p>	<p>p. 72 (act. 1), p. 78 (act. 2, 3), p. 84 (act. 1)</p>

PREPARED GRADUATES:

9. Use the language to investigate, explain and reflect on the concept of culture through comparisons of the culture(s) and the student’s own culture

Novice Low

Range Level Expectation:

4.2 Identify and recognize the concept of culture through comparisons of the target culture(s) and the student’s own culture.

EVIDENCE OUTCOMES Students can:	EXAMPLES IN ALBA Y GAEL 1
a. Recognize cross-cultural similarities and differences in the practices to understand perspectives of the target culture(s) in the three modes at the novice-low range.	p. 12 (act. 1), p. 15 (act. 6), p. 18 (act. 2, 3), p. 19 (act. 4), p. 20 (act. 3)
b. Recognize cross-cultural similarities and differences in the products to understand perspectives of the target culture(s) in the three modes at the novice-low range.	p. 26 (1) p. 30 (act. 4a), p. 36 (act. 1), p. 39 (Practico el español)

Novice Mid

Range Level Expectation:

4.2 Investigate the concept of culture through comparisons of the target culture(s) and the student’s own culture.

EVIDENCE OUTCOMES Students can:	EXAMPLES IN ALBA Y GAEL 1
a. Recognize cross-cultural similarities and differences in the practices to understand perspectives of the target culture(s) in the three modes at the novice-mid range.	pp. 40-41, p. 47 (act. 5), pp. 52-53, p. 59 (act. 4c)

<p>b. Recognize cross-cultural similarities and differences in the products to understand perspectives of the target culture(s) in the three modes at the novice-mid range.</p>	<p>p. 42 (act. 3), p. 43 (act. 5), p. 48 (act. 2, 3), p. 50 (act. 1, 2), p. 55 (act. 5), p. 62 (act 1, 2, 3)</p>
<p>Novice High Range Level Expectation: <i>4.2 Describe the concept of culture through comparisons of the target culture(s) and the student's own culture.</i></p>	
<p>EVIDENCE OUTCOMES Students can:</p>	<p>EXAMPLES IN ALBA Y GAEL 1</p>
<p>a. Recognize cross-cultural similarities and differences in the practices to understand perspectives of the target culture(s) in the three modes at the novice-high range.</p>	<p>pp. 64-65, pp. 76-77, p. 78 (act. 2), p. 79 (act. 4a)</p>
<p>b. Recognize cross-cultural similarities and differences in the products to understand perspectives of the target culture(s) in the three modes at the novice-high range.</p>	<p>p. 68 (act. 3), p. 69 (act. 4), p. 74 (act. 1,2, 3), p. 86 (act. 1)</p>