



ALBA Y GAEL 3

LEVEL: INTERMEDIATE LOW TO INTERMEDIATE MID

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

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. 1, 3), p. 15 (act. 8), p. 18 (act. 14, 15), p. 21 (act. 1, 2), pp. 24-25 (act. Ilustración principal), p. 26 (act. 1, 2, 3), p. 27 (act. 5), p. 28 (act. 7), p. 29 (act. 1, 2, 3), p. 30 (act. 4), p. 33 (act. 5), p. 34 (act. 1, 2, 3), p. 35 (act. 1), pp. 38-39 (act. Ilustración principal), p. 40 (act. 1, 2, 3a), p. 42 (act. 6a), p. 43 (act. 1, 2, 3), p. 44 (act. 4a, 4b), p. 46 (act. 1, 2), p. 47 (act. 3, 5), p. 48 (act. 1, 2, 3), p. 49 (act. 1, 2, 3), pp. 52-53 (act. Ilustración principal), p. 54 (act. 1, 2, 3), p. 55 (act. 4), p. 56 (act. 6a), p. 57 (act. 1, 2, 3), p. 58 (act. 4), p. 59 (act. 6), p. 60 (act. 1, 2a, 2b), p. 61 (act. 3, 4), p. 62 (act. 1, 2, 3, 4), p. 63 (act. 2, 3), pp. 66-67 (act. Ilustración principal), p. 68 (act. 1, 2, 3), p. 69 (act. 4a, 5a), p. 70 (act. 6), p. 71 (act. 1, 2, 3), p. 72 (act. 4, 5a), p. 73 (act. 5b), p. 74 (act. 1, 2a), p. 75 (act. 3, 5), p. 76 (act. 1, 2, 3), p. 77 (act. 1, 2a, 2b), pp. 80-81 (act. Ilustración principal), p. 82 (act. 1, 2, 3), p. 83 (act. 4, 5a), p. 84 (act. 6), p. 85 (act. 1, 2, 3a), p. 86 (act. 4), p. 88 (act. 1, 2), p. 89 (act. 3, 4), p. 90 (act. 1, 2, 3), p. 91 (act. 1, 2), pp. 94-95 (act. Ilustración principal), p. 96 (act. 1, 2, 3), p. 97 (act. 6), p. 99 (act. 1, 2, 3), p. 100 (act. 4), p. 101 (act. 7), p. 103 (act. 4), p. 104 (act. 1, 2, 3), p. 105 (act. 1, 2, 3).</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.

pp. 10-11 (act. Ilustración principal), p. 12 (act. 2), p. 14 (act. 5, 6), p. 20 (act. 18), pp. 22-23 (act. UN PODCAST PARA LA RADIO DE LA ESCUELA), pp. 24-25 (act. Ilustración principal), p. 27 (act. 4), p. 28 (act. 6a, 6b), p. 30 (act. 4), p. 31 (act. 5b), p. 32 (act. 1, 2), pp. 36-37 (act. UN LIBRO SOBRE EL DÍA A DÍA), pp. 38-39 (act. Ilustración principal), p. 40 (act. 3b), p. 41 (act. 5), p. 42 (act. 6b, 6c, 7), p. 45 (act. 6), p. 47 (act. 4), pp. 52-53 (act. Ilustración principal), p. 55 (act. 5), p. 56 (act. 6b, 7), p. 58 (act. 4, 5), p. 63 (act. 3), pp. 64-65 (act. CONSEJOS PARA TENER UNA VIDA SANA), pp. 66-67 (act. Ilustración principal), p. 69 (act. 4b, 5b), p. 73 (act. 6a, 6b), p. 75 (act. 4), p. 77 (act. 2b), pp. 80-81 (act. Ilustración principal), p. 83 (act. 5b), p. 84 (act. 7, 8), p. 86 (act. 5a, 5b), p. 87 (act. 6a, 6b, 7a, 7b), p. 97 (act. 5, 6), p. 98 (act. 8), p. 100 (act. 5, 6), p. 102 (act. 1), p. 103 (act. 2).

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. 13 (act. 4a, 4b), p. 14 (act. 7), p. 15 (act. 9), p. 16 (act. 10), p. 17 (act. 11, 12, 13), p. 19 (act. 16, 17), p. 20 (act. 19), pp. 22-23 (act. UN PODCAST PARA LA RADIO DE LA ESCUELA), p. 28 (act. 6b), p. 31 (act. 5a, 6), p. 33 (act. 3, 4), p. 35 (act. 2), pp. 36-37 (act. UN LIBRO SOBRE EL DÍA A DÍA), p. 41 (act. 4), p. 42 (act. 7), p. 45 (act. 5), p. 49 (act. 3), pp. 50-51 (act. MI GRAN PÓSTER SOBRE EL ESPACIO), p. 56 (act. 6b), p. 59 (act. 7a, 7b), p. 63 (act. 1, 3), pp. 64-65 (act. CONSEJOS PARA TENER UNA VIDA SANA), p. 71 (act. 3), p. 73 (act. 6a), p. 74 (act. 2b), pp. 78-79 (act. UN HUERTO ORGÁNICO CON BOTELLAS RECICLADAS), p. 85 (act. 3b), p. 87 (act. 7b), p. 91 (act. 3), pp. 92-93 (act. MI LIBRO DESPLEGABLE DE ANIMALES), p. 97 (act. 4), p. 98 (act. 7), p. 101 (act. 8), p. 103 (act. 3), p. 105 (act. 4), pp. 106-107 (act. MI CÓMIC DE SUPERHÉROES Y SUPERHEROÍNAS).

ANCHOR STANDARD: CULTURES

Learners use the target language to identify, describe, compare, and explain the practices, products, and perspectives of the cultures studied.

LEARNING STANDARDS	EVIDENCE
<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. 16 (act. 10), pp. 24-25 (act. Ilustración principal), p. 26 (act. 2, 3), p. 27 (act. 5), p. 28 (act. 7), p. 29 (act. 3), p. 30 (act. 4), p. 33 (act. 5), p. 35 (act. 1), p. 47 (act. 5), p. 49 (act. 1, 2, 3), p. 63 (act. 2, 3), p. 72 (act. 5a), p. 74 (act. 2a, 2b), p. 77 (act. 1, 2a), pp. 80-81 (act. Ilustración principal), pp. 94-95 (act. Ilustración principal), p. 101 (act. 7), p. 103 (act. 3), p. 105 (act. 4), pp. 106-107 (act. MI COMIC DE SUPERHÉROES Y SUPERHEROÍNAS).</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>p. 17 (act. 11), p. 31 (act. 5b), p. 35 (act. 1, 2), p. 74 (act. 2a, 2b), p. 77 (act. 2b), p. 105 (act. 3).</p>