



ALBA Y GAEL INICIAL 2

LEVEL: NOVICE LOW

ACTFL World-Readiness Standards

GOAL AREA: COMMUNICATION

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

Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

SE: pp. 16-17 (act. La ilustración principal), p. 29 (act. 4), p. 31 (act. 2), pp. 34-35 (act. La ilustración principal), pp. 52-53 (act. La ilustración principal), p. 63 (act. 4), p. 65 (act. 4), pp. 70-71 (act. La ilustración principal), p. 79 (act. 3), p. 81 (act. 3)

TE: p. 19 (act. More ideas), p. 41 (act. More ideas), p. 53 (act. More ideas), p. 55 (act. More ideas), p. 59 (act. More ideas), p. 61 (act. More ideas), p. 76 (act. More ideas), p. 78 (act. More ideas)

TEACHER'S RESOURCES: Worksheets 1-3, Worksheets 5-6, Worksheets 11-12, Worksheet 15

Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

SE: pp. 18 (act. 1-3), p. 19 (act. 4), p. 20 (act. 1), p. 21 (act. 2), pp. 22-23 (act. 1), p. 24 (act. 1), p. 25 (act. 2), p. 26 (act. 1), pp. 30-31 (act. 1), pp. 32-33 (act. 1), p. 36 (act. 1-3), p. 37 (act. 4, 5), p. 38 (act. 1), p. 39 (act. 2), pp. 40-41 (act. 1), p. 43 (act. 2, 3), p. 44 (act. 1), p. 45 (act. 2), p. 48 (act. 1), pp. 50-51 (act. 1), p. 54 (act. 1-3), p. 55 (act. 4, 5), p. 56 (act. 1), p. 57 (act. 2,3), pp. 58-59 (act. 1), p. 60 (act. 1), p. 62 (act. 1, 2), p. 66 (act. 1), p. 68 (act. 1), p. 69 (act. 2), p. 72 (act. 1-3), p. 73 (act. 4, 5), p. 74 (act. 1), pp. 76-77 (act. 1), p. 80 (act. 1, 2), p. 84 (act. 1), pp. 86-87 (act. 1)

TE: p. 23 (act. More ideas), p. 24 (act. More ideas), p. 27 (act. More ideas)

Presentational Communication: Learners 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.

SE: p. 27 (act. 2), p. 29 (act. 4), p. 47 (act. 4), p. 49 (act. 2), p. 67 (act. 2), p. 83 (act. 4), p. 85 (act. 2)

TE: p. 47 (act. More ideas), p. 57 (act. More ideas), p. 83 (act. More ideas)

TEACHER'S RESOURCES: Worksheet 4

GOAL AREA: CULTURES

Interact with cultural competence and understanding

Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

SE: pp. 16-17 (act. La ilustración principal), p. 21 (act. 2), pp. 22-23 (act. 1), pp. 30-31 (act. 1), p. 31 (act. 2), pp. 32-33 (act. 1), p. 36 (act. 1), p. 42 (act. 1), pp. 50-51 (act. 1)

TE: p. 17 (act. Procedures, Thinking routines, More ideas), p. 21 (act. Before you begin), p. 22 (act. Before you begin), p. 24 (act. More ideas), p. 31 (act. More Ideas), p. 35 (act. Thinking routines), p. 48 (act. Before you begin), p. 85 (act. More ideas)

TEACHER'S RESOURCES: Worksheet 5

Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

SE: p. 48 (act. 1), p. 66 (act. 1), p. 84 (act. 1)

TE: p. 21 (act. Before you begin), p. 26 (act. More Ideas), p. 27 (act. More ideas), p. 31 (act. More ideas), p. 44 (act. More ideas), p. 48 (act. Cultural Note), p. 63 (act. More ideas), p. 66 (act. Cultural Note), p. 67 (act. More ideas), p. 84 (act. Cultural note), p. 85 (act. More ideas)

GOAL AREA: 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

Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

SE: pp. 16-17 (act. La ilustración principal), p. 19 (act. 4, 5), p. 21 (act. 2), pp. 28-29 (act. Con las manos), pp. 46-47 (act. Con las manos), p. 72 (act. 1), p. 80 (act. 1, 2), p. 82-83 (act. Con las manos)

TE: p. 21 (act. Before you begin), p. 62 (act. Before you begin), p. 67 (act. More Ideas), p. 71 (act. More Ideas), p. 84 (act. Cultural note), p. 85 (act. More ideas)

TEACHER'S RESOURCES: Worksheets 13-14

Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

SE: p. 30 (act. 1), p. 31 (act. 2), p. 45 (act. 2), p. 48 (act. 1)

TE: p. 30 (act. Procedures 1), p. 31 (act. More Ideas), p. 49 (act. More ideas), p. 63 (act. More ideas), p. 85 (act. More ideas)

GOAL AREA: COMPARISONS**Develop insight into the nature of language and culture in order to interact with cultural competence**

Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

TE: p. 22 (act. Before you begin), p. 30 (act. Cultural Note), p. 34 (act. Before you begin), p. 70 (act. Before you begin)

Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

SE: p. 47 (act. 4), pp. 86-87 (act. 1)

TE: p. 17 (act. More ideas), p. 24 (act. More ideas), p. 30 (act. Cultural note), p. 32 (act. Procedures 1, More Ideas), p. 35 (act. More ideas), p. 39 (act. More ideas), p. 42 (act. Procedures 1), p. 50 (act. Procedures 1), p. 51 (act. More Ideas)

GOAL AREA: COMMUNITIES

Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world

School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

SE: p. 30 (act. 1), p. 31 (act. 2)

TE: p. 31 (act. Procedures 2, More Ideas), p. 35 (act. More ideas), p. 51 (act. More Ideas)

TEACHER'S RESOURCES: Worksheet 8

Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

SE: p. 63 (act. 4), p. 65 (act. 4), p. 83 (act. 4), p. 106 (act. Pegatinas), p. 107 (act. Pegatinas), p. 110 (act. Pegatinas), p. 114 (act. Pegatinas)

TE: p. 33 (act. Affective evaluation), p. 44 (act. More ideas), p. 51 (act. Affective evaluation), p. 69 (act. Affective evaluation), p. 86 (act. Affective evaluation)