

# Instructional Material Program: ALBA Y GAEL 1

West Virginia College- and Career-Readiness Standards for World Languages

**LEVEL:** NOVICE LOW TO NOVICE HIGH

| LANGUAGE  |  |
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| <p><b>Interpersonal Communication:</b> Interpersonal Communication refers to communication between a minimum of two individuals and involves an exchange of information. Interpersonal Communication may be oral or written, and participants utilize the language to negotiate meaning.</p>                | pp. 10-11 (act. La ilustración principal), p. 14 (act. 4, 5), pp. 16-17 (act. La ilustración principal), p. 18 (act. 2), p. 19 (act. 4), p. 20 (act. 2), p. 21 (act. 5), p. 22 (act. 2), p. 26 (act. 2), pp. 28-29 (act. La ilustración principal), p. 30 (act. 2), p. 31 (act. 4b), p. 32 (act. 2), p. 33 (act. 4b), p. 34 (act. 2), p. 36 (act. 2, 3), p. 42 (act. 2), p. 43 (act. 5), p. 44 (act. 2), p. 45 (act. 5b), p. 46 (act. 2), p. 47 (act. 4, 5), p. 48 (act. 3), pp. 52-53 (act. La ilustración principal), p. 54 (act. 2), p. 56 (act. 2), p. 57 (act. 4, 5), p. 58 (act. 2), p. 62 (act. 3), pp. 64-65 (act. La ilustración principal), p. 66 (act. 2), p. 67 (act. 5), p. 68 (act. 2, 3), p. 72 (act. 3), pp. 76-77 (act. La ilustración principal), p. 78 (act. 2), p. 79 (act. 5), p. 80 (act. 2), p. 81 (act. 4), p. 83 (act. 4) |
| <p><b>Presentational Speaking:</b> Presentational Speaking is one-way verbal communication. Learners use the target language to present information, concepts and ideas in order to inform, explain, persuade, and narrate. More advanced learners are able to adapt the language to various audiences.</p> | p. 26 (act. 3), p. 27 (act. Practico el español), p. 39 (act. 5), p. 51 (act. 3), p. 55 (act. 5), p. 63 (act. Practico el español), p. 75 (act. Practico el español), p. 86 (act. 2), p. 87 (act. Practico el español)   |
| <p><b>Presentational Writing:</b> Presentational Writing is one-way written communication. Learners use the target language to present information, concepts and ideas in order to inform, explain, persuade, and narrate. More advanced learners are able to adapt the language to various audiences.</p>  | p. 13 (act. 3c), p. 15 (act. 6), p. 23 (act. 5), p. 24 (act. 2), p. 31 (act. 4a), p. 35 (act. 4b), p. 38 (act. 2), p. 39 (act. 4), p. 51 (act. 1, 2), p. 59 (act. 4c), p. 71 (act. 4), p. 72 (act. 2), p. 79 (act. 4b), p. 83 (act. 3.3)   |

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| <p><b>Interpretive Listening:</b> Interpretive Listening is analyzing and interpreting another person's spoken words. Learners use these words to determine the main idea and context of a spoken passage.</p> | <p>p. 12 (act. 1, 2), p. 13 (act. 3), p. 18 (act. 1, 3), p. 20 (act. 1), p. 22 (act. 1, 3), p. 23 (act. 6), p. 30 (act. 1), p. 32 (act. 1, 3b), p. 34 (act. 1, 3), p. 42 (act. 1), p. 44 (act. 1), p. 45 (act. 4b), p. 46 (act. 1), p. 54 (act. 1), p. 56 (act. 1), p. 58 (act. 1), p. 59 (act. 5) p. 66 (act. 1), p. 67 (act. 6), p. 68 (act. 1), p. 70 (act. 1), p. 78 (act. 1), p. 80 (act. 1), p. 81 (act. 5), p. 82 (act. 1)</p>   |
| <p><b>Interpretive Reading:</b> Interpretive Reading is analyzing and interpreting written text. Learners use these words to determine the main idea and context of a written passage.</p>                     | <p>p. 13 (act. 3b), p. 15 (act. 6), p. 19 (act. 4), p. 20 (act. 3), p. 21 (act. 4), p. 22 (act. 3), p. 23 (act. 4), p. 25 (act. 1, 2), p. 26 (act. 1), p. 30 (act. 3), p. 33 (act. 4a), p. 35 (act. 4a, 4b), p. 36 (act. 1), p. 37 (act. 1, 2, 3), p. 38 (act. 1), p. 42 (act. 3), p. 43 (act. 4), p. 44 (act. 3), p. 46 (act. 3), p. 49 (act. 1, 2, 3), p. 50 (act. 1, 2), p. 54 (act. 3), p. 55 (act. 4), p. 56 (act. 3), p. 57 (act. 4), p. 59 (act. 4a, 4b, 5), p. 60 (act. 1, 2), p. 61 (act. 1, 2), p. 62 (act. 1), p. 66 (act. 3), p. 67 (act. 4, 6), p. 69 (act. 4), p. 70 (act. 3), p. 73 (act. 1, 2, 3), p. 74 (act. 3), p. 78 (act. 3), p. 79 (act. 4a), p. 80 (act. 3), p. 81 (act. 5), p. 82 (act. 3), p. 85 (act. 1, 2)</p> |

## INTERCULTURALITY

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| <p><b>Investigation of Products and Practices:</b><br/>Investigation of Products and Practices involves the study of common products that are produced by and representative of the target culture(s). In addition, it encompasses common traditions and behaviors that are typical of the target culture(s).</p> | <p>pp. 16-17 (act. La ilustración principal), p. 26 (act. 1, 2), pp. 28-29 (act. La ilustración principal), p. 38 (act. 1), p. 42 (act. 3), p. 50 (act. 1, 2), p. 62 (act. 1, 2, 3), p. 74 (act. 1, 2, 3)</p> |
| <p><b>Understanding of Cultural Perspectives:</b><br/>Understanding of Cultural Perspectives is the insight into the values, norms, and thoughts that are representative of the target culture(s). These perspectives are typically shaped by the society in which the individual lives.</p>                      | <p>p. 15 (act. 6), p. 18 (act. 2, 3), p. 19 (act. 4), p. 20 (act. 2), p. 21 (act. 4, 5), p. 86 (act. 1)</p>   |

**Participation in Cultural Interactions:**

Participate in Cultural Interaction is the process in which the learner is able to conduct himself appropriately in interactions with those from the target culture. The learner will recognize cultural differences and will avoid behaviors that are unacceptable by and to individuals from the target culture.

p. 15 (act. 6), p. 18 (act. 2, 3), p. 19 (act. 4), p. 20 (act. 2), p. 21 (act. 5), p. 30 (act. 2), p. 31 (act. 4b), p. 32 (act. 2), p. 33 (act. 4b), p. 36 (act. 3), p. 47 (act. 5), p. 58 (act. 2), p. 62 (act. 1, 2, 3), p. 66 (act. 2), p. 67 (act. 5), p. 68 (act. 2, 3), p. 72 (act. 3), p. 79 (act. 5), p. 81 (act. 4)