



ALBA Y GAEL INICIAL 2

LEVEL: NOVICE LOW

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>Student Edition: p. 18 (act. 1-3), p. 19 (act. 4, 5), p. 20 (act. 1), p. 21 (act. 2), pp. 22-23 (act. 1), p. 24 (act. 1), p. 25 (act. 2, 3), 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. 42 (act. 1), p. 43 (act. 2, 3), p. 44 (act. 1), p. 45 (act. 2), pp. 48-49 (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. 61 (act. 2), p. 62 (act. 1, 2), pp. 66-67 (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), pp. 84-85 (act. 1), pp. 86-87 (act. 1)</p> <p>Workbook: p. 10 (act. 3), p. 11 (act. 5), p. 14 (act. 8), p. 26 (act. 5), pp. 34-35 (act. 3), pp. 40-41 (act. 6), p. 46 (act. 3), p. 50 (act. 7)</p> <p>Annotated Teacher's Edition: p. 17 (act. Thinking routines), p. 22 (act. Before you begin), p. 23 (act. More Ideas), p. 24 (act. More ideas), p. 27 (act. More ideas) p. 35 (act. Thinking routines), p. 40 (act. Procedures 1), p. 41 (act. More Ideas), p. 48 (act. Procedures 1), p. 49 (act. More ideas), p. 53 (act. Thinking routines), p. 66 (act. Procedures 1), p. 84 (act. Procedures 1), p. 85 (act. More ideas)</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.

Student Edition: pp. 16-17 (act. La ilustración principal), p. 27 (act. 2), 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)

Workbook: p. 11 (act. 6), p. 17 (act. 11), p. 29 (act. 8), p. 51 (act. 8), p. 53 (act. 10)

Annotated Teacher's Edition: p. 20 (act. More ideas), p. 55 (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

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.

Student Edition: p. 47 (act. 4), p. 49 (act. 2), p. 67 (act. 2), p. 83 (act. 4), p. 85 (act. 2)

Annotated Teacher's Edition: p. 32 (act. More Ideas), p. 47 (act. More ideas), p. 49 (act. More Ideas), p. 57 (act. More ideas), p. 63 (act. More Ideas), p. 67 (act. More Ideas), p. 71 (act. More Ideas), p. 83 (act. More ideas), p. 85 (act. Procedures 2)

Workbook: p. 10 (act. 4), p. 17 (act. 12), p. 47 (act. 5)

Teacher's Resources: Worksheet 4

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>Student Edition: pp. 16-17 (act. La ilustración principal), p. 21 (act. 2), pp. 22-23 (act. 1), pp. 30-31 (act. 1, 2), pp. 32-33 (act. 1), pp. 34-35 (act. La ilustración principal), p. 36 (act. 1), p. 42 (act. 1), p. 48 (act. 1), pp. 50-51 (act. 1), pp. 66-67 (act. 1), 84-85 (act. 1)</p> <p>Annotated Teacher's Edition: 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. 26 (act. More Ideas), p. 27 (act. More ideas), p. 31 (act. More Ideas), p. 35 (act. Thinking routines), p. 44 (act. More ideas), p. 48 (act. Before you begin, 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)</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>Student Edition: p. 47 (act. 4), pp. 50-51 (act. 1), pp. 86-87 (act. 1)</p> <p>Annotated Teacher's Edition: 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), p. 86 (act. Procedures 1)</p>