

# Instructional Material Program: ALBA Y GAEL 3

Tennessee World Language Standards

**LEVEL:** INTERMEDIATE LOW TO INTERMEDIATE MID

CORNERSTONE: Communication (C1)	
<p><b>STANDARD C1.1:</b> <b>Interpersonal Communication</b></p> <p>Interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions.</p>	<p>SE: pp. 10-11 (act. Ilustración principal), p. 12 (act. 2, 3), p. 14 (act. 5, 6), p. 20 (act. 18), p. 21 (act. 2), pp. 22-23 (act. Un <i>podcast</i> 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), p. 33 (act. 5), p. 34 (act. 1, 2, 3), pp. 36-37 (act. Un libro sobre el día a día), pp. 38-39 (act. Ilustración principal), p. 40 (act. 3a, 3b), p. 41 (act. 5), p. 42 (act. 6b, 6c, 7), p. 45 (act. 6), p. 46 (act. 1), p. 47 (act. 4, 5), p. 48 (act. 1, 2, 3), pp. 52-53 (act. Ilustración principal), p. 55 (act. 5), p. 56 (act. 6b, 7), p. 58 (act. 4, 5), p. 60 (act. 1, 2a), p. 62 (act. 1, 2, 3, 4), 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. 74 (act. 1), p. 75 (act. 4, 5), p. 76 (act. 1, 2, 3), 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. 88 (act. 1, 2), p. 90 (act. 1, 2, 3), pp. 94-95 (act. Ilustración principal), p. 97 (act. 4, 5, 6), p. 98 (act. 8), p. 100 (act. 5, 6), p. 102 (act. 1), p. 103 (act. 2), p. 104 (act. 1, 2, 3), p. 105 (act. 1, 2, 3).</p>
<p><b>STANDARD C1.2:</b> <b>Interpretive Communication - Listening</b></p> <p>Demonstrate understanding, interpret, and analyze what is heard on a variety of topics.</p>	<p>SE: p. 12 (act. 1), p. 15 (act. 8), p. 26 (act. 1, 2), p. 28 (act. 7), p. 29 (act. 1, 2, 3), p. 40 (act. 1, 2), p. 43 (act. 1, 2), p. 54 (act. 1, 2), p. 57 (act. 1, 2, 3), p. 68 (act. 1, 2), p. 71 (act. 1, 2), p. 82 (act. 1, 2), p. 83 (act. 4), p. 85 (act. 1, 2), p. 86 (act. 4), p. 96 (act. 1, 2), p. 99 (act. 1, 2), p. 101 (act. 7), p. 103 (act. 4).</p>

<p><b>STANDARD C1.3:</b> <b>Interpretive</b> <b>Communication -</b> <b>Reading</b></p> <p>Interpret, analyze, and demonstrate understanding of written materials on a variety of topics.</p>	<p>SE: p. 14 (act. 7), p. 18 (act. 14, 15), p. 21 (act. 1), p. 26 (act. 3), p. 27 (act. 5), p. 28 (act. 7), p. 30 (act. 4), p. 35 (act. 1), p. 42 (act. 6a), p. 43 (act. 3), p. 44 (act. 4a, 4b), p. 47 (act. 3), p. 49 (act. 1, 2), p. 54 (act. 3), p. 55 (act. 4), p. 56 (act. 6a), p. 57 (act. 2), p. 59 (act. 6), p. 60 (act. 2b), p. 61 (act. 3, 4), p. 63 (act. 2), p. 68 (act. 3), p. 69 (act. 4a, 5a), p. 70 (act. 6), p. 72 (act. 4, 5a), p. 73 (act. 5b), p. 74 (act. 2a), p. 75 (act. 3, 4), p. 77 (act. 1, 2a), p. 82 (act. 2, 3), p. 83 (act. 5a), p. 84 (act. 6), p. 85 (act. 3a), p. 89 (act. 3, 4), p. 91 (act. 1, 2), p. 96 (act. 3), p. 97 (act. 6), p. 99 (act. 3), p. 100 (act. 4), p. 103 (act. 4).</p>
<p><b>STANDARD C1.4:</b> <b>Presentational –</b> <b>Speaking</b></p> <p>Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.</p>	<p>SE: p. 13 (act. 4b), p. 15 (act. 9), p. 16 (act. 10), pp. 22-23 (act. Un <i>podcast</i> para la radio de la escuela), p. 28 (act. 6b), p. 35 (act. 2), pp. 36-37 (act. Un libro sobre el día a día), p. 45 (act. 5), pp. 50-51 (act. Mi gran póster sobre el espacio), p. 59 (act. 7b), p. 60 (act. 2b), pp. 64-65 (act. Consejos para tener una vida sana), p. 71 (act. 3), p. 73 (act. 6b), p. 74 (act. 2b), pp. 78-79 (act. Un huerto orgánico con botellas recicladas), p. 87 (act. 7b), pp. 92-93 (act. Mi libro desplegable de animales), 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).</p>
<p><b>STANDARD C1.5:</b> <b>Presentational – Writing</b></p> <p>Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.</p>	<p>SE: p. 13 (act. 4a), p. 15 (act. 9), p. 17 (act. 11, 12, 13), p. 19 (act. 16, 17), p. 20 (act. 19), pp. 22-23 (act. Un <i>podcast</i> para la radio de la escuela), 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. 49 (act. 3), pp. 50-51 (act. Mi gran póster sobre el espacio), p. 59 (act. 7a), p. 63 (act. 1), pp. 64-65 (act. Consejos para tener una vida sana), p. 69 (act. 4a), p. 73 (act. 6a), p. 74 (act. 2b), pp. 78-79 (act. Un huerto orgánico con botellas recicladas), p. 85 (act. 3b), p. 91 (act. 3), pp. 92-93 (act. Mi libro desplegable de animales), p. 101 (act. 8), p. 103 (act. 3), pp. 106-107 (act. Mi cómic de superhéroes y superheroínas).</p>
<p><b>CORNERSTONE: Culture (C2)</b></p>	
<p><b>STANDARD C2.1:</b> <b>Relating Cultural</b> <b>Practices to</b> <b>Perspectives</b></p> <p>Investigate, draw comparisons between, and explain the interaction of practices and perspectives of the cultures studied.</p>	<p>SE: 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. 72 (act. 5a), pp. 94-95 (act. Ilustración principal), p. 105 (act. 4), pp. 106-107 (act. Mi cómic de superhéroes y superheroínas).</p>

<p><b>STANDARD C2.2:</b> <b>Relating Cultural Products to Perspectives</b></p> <p>Investigate, explain, and reflect on the relationship between products and perspectives of the culture(s) studied.</p>	<p>SE: p. 29 (act. 3), p. 35 (act. 1), p. 49 (act. 1, 2, 3), pp. 52-53 (act. Ilustración principal), p. 63 (act. 3), p. 74 (act. 2a), p. 77 (act. 1, 2a), pp. 80-81 (act. Ilustración principal), p. 83 (act. 5a), p. 91 (act. 2, 3), pp. 94-95 (act. Ilustración principal), p. 101 (act. 7), p. 103 (act. 3), p. 105 (act. 4).</p>
<p><b>CORNERSTONE: Connections (C3)</b></p>	
<p><b>STANDARD C3.1: Making Connections</b></p> <p>Build, reinforce, and expand knowledge of other content areas while using the target language to develop critical thinking and to solve problems creatively.</p>	<p>SE: p. 14 (act. 5), p. 16 (act. 10), p. 18 (act. 14), p. 21 (act. 1, 2), pp. 38-39 (act. Ilustración principal), p. 43 (act. 1, 2, 3), p. 44 (act. 4a, 4b), p. 46 (act. 1, 2), p. 49 (act. 1, 2, 3), pp. 50-51 (act. Mi gran póster sobre el espacio), p. 63 (act. 1, 2, 3), pp. 64-65 (act. Consejos para tener una vida sana), p. 71 (act. 3), p. 75 (act. 3, 4), pp. 78-79 (act. Un huerto orgánico con botellas recicladas), p. 82 (act. 2, 3), p. 83 (act. 4, 5a), p. 84 (act. 6, 7, 8), p. 88 (act. 1), p. 89 (act. 3, 4), p. 91 (act. 1, 2, 3), pp. 92-93 (act. Mi libro desplegable de animales), pp. 94-95 (act. Ilustración principal), p. 101 (act. 8), p. 103 (act. 3), p. 105 (act. 1, 2, 3, 4), pp. 106-107 (act. Mi cómic de superhéroes y superheroínas).</p>
<p><b>STANDARD C3.2:</b> <b>Acquiring Information and Diverse Perspectives</b></p> <p>Access and evaluate information and diverse perspectives that are available through the target language and its cultures.</p>	<p>SE: pp. 22-23 (act. Un <i>podcast</i> para la radio de la escuela), p. 28 (act. 7), p. 46 (act. 2), p. 49 (act. 1, 2, 3), pp. 50-51 (act. Mi gran póster sobre el espacio), p. 63 (act. 3), pp. 64-65 (act. Consejos para tener una vida sana), p. 71 (act. 3), p. 77 (act. 1, 2a, 2b), pp. 78-79 (act. Un huerto orgánico con botellas recicladas), p. 91 (act. 3), pp. 92-93 (act. Mi libro desplegable de animales), p. 101 (act. 7), p. 105 (act. 4), pp. 106-107 (act. Mi cómic de superhéroes y superheroínas).</p>

CORNERSTONE: Comparisons (C4)	
<b>STANDARD C4.1: Language Comparisons</b>  Investigate, explain, and reflect on the nature of language through comparisons of the classical language and one's own.	TE: p. 20 (act. 1), p. 87 (act. 3), p. 95 (act. 1), p. 98 (act. 1), p. 109 (act. 3), p. 114 (act. 5a), p. 166 (act. 3).
<b>STANDARD C4.2: Cultural Comparisons</b>  Investigate, explain, and reflect on the concept of culture through comparisons of the target culture and one's own.	SE: p. 17 (act. 12), p. 35 (act. 1, 2), p. 74 (act. 2a, 2b), p. 77 (act. 2).
CORNERSTONE: Communities (C5)	
<b>STANDARD C5.1: School and Global Communities</b>  Use language to interact both within and beyond the classroom.	SE: p. 12 (act. 3), pp. 22-23 (act. Un <i>podcast</i> para la radio de la escuela), pp. 36-37 (act. Un libro sobre el día a día), pp. 64-65 (act. Consejos para tener una vida sana), p. 73 (act. 6a, 6b).
<b>STANDARD C5.2: Lifelong Learning</b>  Use the target language for enrichment and advancement.	SE: p. 20 (act. 19), pp. 22-23 (act. Un <i>podcast</i> para la radio de la escuela), p. 33 (act. 5), p. 47 (act. 5), pp. 50-51 (act. Mi gran póster sobre el espacio), p. 60 (act. 2a, 2b), pp. 64-65 (act. Consejos para tener una vida sana), p. 75 (act. 5), pp. 78-79 (act. Un huerto orgánico con botellas recicladas), p. 88 (act. 2), pp. 92-93 (act. Mi libro desplegable de animales), p. 103 (act. 3), p. 105 (act. 4), pp. 106-107 (act. Mi cómic de superhéroes y superheroínas).