

Instructional Material Program: Davvero 1

Secondary (6-12) English Language Arts and PK-12 World Languages Other Than English

Subject and Oklahoma State Subject Code: Italian I | 2127 & 3192

Grade(s): K-8 & 9-12

OKLAHOMA ACADEMIC STANDARD(S) CORRELATION

Page number(s) identifying the correlation location	Standard / Objective and Correlating Content
	GOAL 1: COMMUNICATION Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
	1. INTERPRETIVE COMMUNICATION Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
	Interpretive Listening
p 23 (act 7), p 24 (act 11), p 25 (act 12, 13), p 26 (act 14, 15, 16, 17), p 32 (act 12, 13), p 34 (act 18), p 37 (act 28), p 38 (act 31, 32), p 39 (act 33), p 43 (act 47, 48, 49), p 47 (act 55, 57), p 49 (act 59), p 54 (act 11), p 61 (act 26), p 62 (act 28, 29), p 63 (act 30), p 67 (act 40, 41, 42, 43), p 71 (act 51), p 78 (act 8), p 84 (act 23), p 86 (act 26,27), p87(act28,29), p 91 (act 39, 40, 41), p 95 (act 50), p 103 (act 12), p 105 (act 20), p 110 (act 31, 32), p 111 (act 33, 34, 35, 36), p 115 (act 44, 45, 46), p 119 (act 55, 56), p 120 (act 58), p 121 (act 58), p 127 (act 10, 11), p 133 (act 26), p 135 (act 29), p 136 (act 30, 31), p 137 (act 32), p 141 (act 42, 43, 44), p 145 (act 51)	Novice Low a) I can identify memorized or familiar words when they are supported by modified input, gestures, or visuals when heard, viewed within texts.

<p>p 157 (act 17), p 159 (act 26), p 160 (act 28, 29, 30), p 165 (act 41, 42, 43), p 169 (act 47), p 177 (act 9), p 185 (act 26), p 186 (act 27, 28), p 187 (act 30), p 191 (act 40, 41, 42), p 195 (act 50), p 197 (act 54), p 202 (act 10), p 209 (act 30), p 210 (act 33, 34), p 215 (act 45, 46, 47), p 218 (act 56), p 221 (act 59), p 225 (act 10, 11), p 227 (act 16), p 231 (act 28), p 232 (act 30, 31), p 237 (act 43, 44, 45), p 241 (act 54), p 249 (act 11), p 253 (act 23), p 255 (act 32), p 256 (act 34, 35), p 257 (act 36, 37), p 261 (act 46, 47), p 265 (act 55), p 272 (act 10), p 275 (act 19, 20), p 279 (act 26), p 280 (act 28, 29, 30), p 285 (act 40, 41, 42), p 289 (act 49), p 291 (act 52, 53)</p>	<p>Novice Mid</p> <p>a) I can identify some basic facts from memorized or familiar words and phrases when heard or viewed within texts; these may be supported by modified input, gestures, or visuals.</p>
<p>p 295 (act 8), p 296 (act 13), p 299 (act 19, 20), 302 (act 27, 28), p 303 (act 30), p 307 (act 39, 40, 41), p 311 (act 49), p 319 (act 19), p 321 (act 23, 24), p 324 (act 33, 34), p 329 (act 44, 45, 46), p 333 (act 53), p 335 (act 57), p 339 (act 10), p 341 (act 15), p 346 (act 28, 29), p 351 (act 40, 41, 42), p 355 (act 49), p 357 (act 52), p 361 (act 11), p 365 (act 19), p 368 (act 32, 33), p 373 (act 45, 46, 47), p 377 (act 54), p 379 (act 58), p 383 (act 15), p 385 (act 23), p 388 (act 36), p 389 (act 37), p 390 (act 41, 42), p 395 (act 53, 54, 55), p 399 (act 64), p 401 (act 69)</p>	<p>Novice High</p> <p>a) I can identify the topic, some details, and/or familiar questions from simple sentences when heard, signed, viewed, or read within texts.</p>
	<p>Interpretive Reading</p>
<p>p 21 (act 1, 2), p 22 (act 4), p 23 (act 6), p 24 (act 8, 9), p 25 (act 12), p 27, p 29 (act 1, 2), p 30 (act 4), p 30 (act 7, 8), p 31 (act 9), p 32 (act 14), p 33 (act 15), p 34 (act 18), p 36 (act 21, 22), p 37 (act 29), p 39 (act 34, 35), p 46 (act 51, 54), p 48, p 49 (act 58, 59), p 51 (act 1, 2, 3), p 52 (act 4, 5), p 56 (act 14), p 57 (act 17), p 58 (act 20, 21, 22), p 60 (act 25), p 72, p 73 (act 54), p 75 (act 2), p 76 (act 4), p 77 (act 6), p 79 (act 10), p 80 (act 13), p 81 (act 15), p 82 (act 18), p 95 (act 50), p 96, p 97 (act 51), p 99 (act 2), p 100 (act 4, 5, 6), p 101 (act 7), p 104 (act 15), p</p>	<p>Novice Low</p> <p>a) I can identify memorized or familiar words when they are supported by modified input, gestures, or visuals when heard, viewed, or read within texts.</p>

105 (act 18, 20), p 106 (act 23), p 108 (act 29), p 120, p 121 (act 57), p 123 (act 1, 2), p 124 (act 4, 5), p 125 (act 6), p 126 (act 9), p 128 (act 12), p 129 (act 13), p 130 (act 17), p 134 (act 27), p 146, p 147 (act 52, 53, 54, 55)	
p 149 (act 1,2,3), p 150 (act 4), p 152 (act 8), pp 154-155 (act 12, 13), p 158 (act 20, 21, 22), p 170, p 171 (act 52), p 173 (act 1,2), p 174 (act 4), p 175 (act 5), p 176 (act 6), p 178 (act 10), p 180 (act 15), p 181 (act 16), p 182 (act 20), p 183 (act 21), p 184 (act 23), p 185 (act 25, 26), p 196, p 197 (act 51, 52, 53, 54), p 199 (act 1, 2), p 200 (act 3, 4), p 201 (act 6, 7), p 204 (act 14), p 205 (act 20), p 206 (act 24), p 208 (act 28), p 211 (act 36), p 220, p 221 (act 57), p 223 (act 1, 2, 3), p 224 (act 4, 5, 6, 7), p 225 (act 12), p 227 (act 15), p 228 (act 18, 19), p 230 (act 23), p 243 (act 56), p 245 (act 1, 2), p 246 (act 5), p 247 (act 6, 7), p 249 (act 12), p 250 (act 13), p 251 (act 16), p 252 (act 18), p 253 (act 22), p 254 (act 25), p 267 (act 57), p 269 (act 1, 2), p 270 (act 4), p 271 (act 5, 6), p 274 (act 14), pp 276-277 (act 22), p 278 (act 23), pp 290-291 (act 51)	Novice Mid a) I can identify some basic facts from memorized or familiar words and phrases when viewed or read within texts; these may be supported by modified input, gestures, or visuals.
p 293 (act 1,3), p 294 (act 5), p 303 (act 29), p 315 (act 1,2), p 316 (act 5), p 317 (act 11), p 359 (act 1, 2), p 376 (act 51), p 377 (act 53), p 381 (act 1-3), p 383 (act 9), p 386 (act 27), p 389 (act 38, 39), p 399 (act 62)	Novice High a) I can identify the topic, some details, and/or familiar questions from simple sentences when heard, signed, viewed, or read within texts.
p 295 (act 8), p 296 (act 12), p 297 (act 14, 15), p 298 (act 18), p 300 (act 23, 24), p 307 (act 41), p 317 (act 7), p 318 (act 13, 14), p 320 (act 21, 22), p 322 (act 27), p 324 (act 35), p 335 (act 56), p 337 (act 1, 2), p 338 (act 4), p 339 (act 6), p 340 (act 12), p 341 (act 12), p 342 (act 18), p 344 (act 24), p 347 (act 31), p 357 (act 51), p 360 (act 5), p 361 (act 9), p 363 (act 14), p 366 (act 22, 23), p 367 (act 27, 31), p 369 (act 35, 36, 37), p 376 (act 50,	Novice High b) I can sometimes understand the main idea of what I have read.

<p>51), p 377 (act 53), p 379 (act 56), p 382 (act 4, 6, 7, 8), p 383 (act 12), p 384 (act 17, 18, 19), p 385 (act 21, 22, 23, 24), p 387 (act 29, 30), p 388 (act 32, 36), p 391 (act 44), p 401 (act 67), p 412, p 413</p>	
	<p>2. INTERPERSONAL COMMUNICATION Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p>
	<p>Interpersonal Communication</p>
<p>p 21 (act 3), p 22 (act 5), p 24 (act 10), p 25 (act 12, 13), p 26 (act 16), p 28, p 29 (act 3), p 30 (act 5, 6), p 30 (act 8), p 31 (act 10, 11), p 31 (act a, b, c), p 32 (act 14), p 33 (act 15, 16, 17), p 35 (act 19), p 35 (act 20, a, b, c), p 36 (act 21, 23, 24, 25, 26), p 37 (act 27), p 37 (act 30, a, b, c), p 39 (act 34, 36), p 40, p 41, p 42 (act 37-46), p 43 (act 47, 48), p 44, p 45, p 46 (act 50, 51, 52, 53, 54), p 47 (act 55, 56, 57), p 49 (act 58), p 50 (act CF 1, 2, 3), p 51 (act 1, 3), p 53 (act 6), p 54 (act 7, 8, 9), p 54 (act 10), p 55 (act 12, 13, a, b), p 56 (act 15, 16), p 57 (act 18, 19, a, b), p 58 (act 20), p 59 (act 22, 23), p 60 (act 24), p 61 (act 27, a, b, c, d), p 62 (act 28), p 63 (act 31, 32), p 64, p 65, p 66 (act 33-39), p 67 (act 42), p 68, 69, p 70 (act 44-48), p 71 (act 49, 50, 52), p 73 (act 53, 54, 55, 56), p 74 (CF 1-3), p 75 (act 1, 3), p 76 (act 5), p 77 (act 7), p 78 (act 9), p 79 (act 11), p 80 (act 12), p 81 (act 14, 16, 17), p 83 (act 19, 20, 21, 22), p 84 (act 23), p 85 (act 24, 25, a, b, c, d), p 87 (act 29, 30, 31), p 88, p 89, p 90 (act 32-38), p 91 (act 39, 40), p 92, p 93, p 94 (act 42-47), p 95 (act 48, 49, 50), p 97 (act 51, 52, 53, 54), p 98 (act CF 1, 2, 3), p 99 (act 1, 3), p 100 (act 4, 5, 6), p 101 (act 7, 8), p 102 (act 9, 10, 11), p 103 (act 13, a, b, c), p 104 (act 14, 16, 17), p 105 (act 19, 21, 22, a, b, c), p 106 (act 23), p 107 (act 24, 25, 26, 27), p 108 (act 28, 29), p 109 (act</p>	<p>Novice Low a) I can communicate about very familiar topics using a variety of words and phrases that I have practiced and memorized to share information, reactions, opinions, and feelings, as well as explore opportunities for future career paths.</p>

<p>30, a, b, c), p 111 (act 35, 36), p 112, p 113, p 114 (act 37-43), p 115 (act 45), p 116, p 117, p 118 (act 47-51), p 119 (act 52-56), p 121 (act 57,59), p 122 (CF 1, 2, 3), p 123 (act 1, 3), p 124 (act 4), p 125 (act 6), p 126 (act 7, 8), p 127 (act a-c), p 129 (act 14, 15), p 130 (act 16, 17, 18, 19), p 131 (act 20, 21 a-c), p 132 (act 22, 23), p 133 (act 24, 25), p 134 (act 27, 28), p 137 (act 33, 34), p 138, p 139, p 140 (act 36-41), p 141 (act 44), p 142, p 143, p 144 (act 45-48), p 145 (act 49, 50, 51), p 147 (act 52-56)</p>	
<p>p 149 (act 1-3), p 150 (act 4,5), p 151 (act 6,7), p 152 (act 8), p 153 (act 9-11, a, b, c), p 154 (act 12), p 156 (act 14-16), p 157 (act 18, 19, a-c), p 158 (act 20-22), p 159 (act 23-25, 27, a, b), p 161 (act 31-34), p 162, p 163, p 164 (act 35-40), p 165 (act 41-43), p 166, p 167, p 168 (act 44-46), p 169 (act 47-49), p 171 (act 51, 52, 53), p 172 (act 1, 2, 3), p 173 (act 1-3), p 174 (act 4), p 175 (act 5), p 176 (act 6, 7, 8), p 177 (act a-e), p 179 (act 12-14), p 181 (act 16, 17, 18), p 182 (act 19), p 183 (act 21, 22), p 185 (act 24, 25, a-d), p 186 (act 27, 29), p 187 (act 31, 32), p 188, p 189, p 190 (act 33-39), p 191 (act 40), p 192, p 193, p 194 (act 43-47), p 195 (act 48, 49, 50), p 197 (act 51, 53, 55), p 198 (CF 1, 2, 3), p 199 (act 1, 2), p 200 (act 3, 4), p 201 (act 5), p 201 (act 8), p 202 (act 9, 10, 11), p 203 (act 12, 13, a, b), p 204 (act 15-18), p 205 (act 19), p 205 (act 21-23, a, b), p 206 (act 24), p 207 (act 25-27), p 208 (act 28, 29), p 209 (act 31, 32, a-c), p 210 (act 33), p 211 (act 35, 36, 37), p 212, p 213, p 214 (act 38-44), p 215 (act 45-47), p 216, p 217, p 218 (act 48-51), p 219 (act 53-56), p 221 (act 57, 58, 60, 61), p 223 (act 1, 3), p 224 (act 4, 5, 6, 7, 8), p 225 (act 9), p 225 (act 11, 12, a, b), p 226 (act 13, 14), p 227 (act 15, 17), p 228 (act 18,19), p 229 (act 20, 21, a-c), p 230 (act 22, 23), p 231 (act 24, 25, 26, 27, 29), p 232 (act 32), p 233 (act 33, 34), p 234, p 235, p 236 (act 36-42), p 238, p 239, p</p>	<p>Novice Mid</p> <p>a) I can request and provide information about very familiar topics using a variety of words and phrases that I have practiced and memorized to share information, reactions, opinions, and feelings, as well as explore opportunities for future career paths.</p>

<p>240 (act 46-51), p 241 (act 52-54), p 243 (act 55, 56, 57,58), p 245 (act 2, 3), p 246 (act 4), p 246 (act 5), p 248 (act 8, 9, 10), p 249 (act a, b, c), p 250 (act 13, 14, 15), p 251 (act 16, 17), p 252 (act 19, 20, 21), p 253 (act 23 a-d), p 254 (act 24, 26, 27), p 255 (act 28, 29, 30, 31, 33, a, b, c), p 257 (act 38, 39), p 258, p 259, p 260 (act 40-45), p 261 (act 47), p 262, p 263, p 264 (act 48-52), p 265 (act 53-55), p 267 (act 56,58,59), p 268 (act CF 1,2,3,4), p 269 (act 1-3), p 271 (act 5, 6), p 272 (act 7, 8, 9), p 273 (act 11, 12, a-c), p 274 (act 13, 14), p 275 (act 15, 16, a, b), p 276-277 (act 22), p 278 (act 24), p 279 (act 25), p 279 (act 27), p 281 (act 31, 32), p 282, p 283, p 284 (act 34-39), p 286, p 287, p 288 (act 43-45), p 289 (act 46-49), p 291 (act 50), p 291 (act 54), p 292 (act CF 1-3)</p>	
<p>p 293 (act 1-3), p 294 (act 4), p 294 (act 6), p 295 (act 7, 9, 10), p 295 (act a, b, c), p 296 (act 11, 12), p 297 (act 14, 15, a, b), p 298 (act 16-18), 299 (act 21-22), 301 (act 25, 26, a, b), p 303 (act 31), p 304, p 305, p 306 (act 32-38), p 308, p 309, p 310 (act 42-46), p 311 (act 47-50), p 313 (act 51-54), p 314 (act CF 1-4), p 314 (act CF 1-3), p 315 (act 1-3), p 316 (act 4-6), p 317 (act 8, 9,10,11),a, b), p 318 (act 12, 14), p 319 (act 15-18, 20,a-c), p 320 (act 21, 22), p 321 (act 23, 24, 25), p 322 (act 28), p 323 (act 29-32, a-c), p 325 (act 35-37), p 326, p 327, p 328 (act 38-43), p 329 (act 44-46), p 330, p 331, p 332 (act 47-51), p 333 (act 52-54), p 335 (act 55), p 335 (act 58), p 336 (act CF 1, 2, 3), p 337 (act 1-3), p 338 (act 4, 5), p 339 (act 6-10), p 339 (act a, b), p 340 (act 11), p 341 (act 13, 14, 16, a-c), p 342 (act 17, 18), p 343 (act 19-22), p 344 (act 23, 24), p 345 (act 25, 26, 27), p 347 (act 30-33), p 348, p 349, p 350 (act 34-39), p 351 (act 40-42), p 352, p 353, p 354 (act 43-47), p 355 (act 48,49), p 357 (act 50, 53), p 358 (act CF 1-5), p 358 (act CF 1-5), p 359 (act 1-3), p 360 (act 4-7), p 361 (act 8-12), p 362 (act 13), p 363 (act 14), p 364</p>	<p>Novice High</p> <p>a) I can request and provide information about very familiar topics using a variety of words and phrases that I have practiced and memorized to share information, reactions, opinions, and feelings, as well as explore opportunities for future career paths.</p>

<p>(15-18), p 365 (act 20, 21), p 365 (act a, b), p 366 (act 22, 24, 25, 26), p 367 (act 28-31), p 368 (act 32, 34), p 369 (act 35-37), p 370, p 371, p 372 (act 38-44), p 373 (act 45-47), p 374, p 375, p 376 (act 48-51), p 377 (act 52-54), p 379 (act 55, 57), p 380 (act CF 1, 2, 3), p 381 (act 2, 3), p 382 (act 5, 6, 8), p 383 (act 9, 10, 11, 13, 14), p 383 (act a, b), p 384 (act 16), p 384 (act 18, 19, 20), p 385 (act 21, 22, 24, 25, a, b), p 386 (act 26, 28), p 387 (act 29, 30, 31), p 388 (act 32-35), p 389 (act 38-40), p 390 (act 43), p 391 (act 45, 46), p 392, p 393, p 394 (act 47-52), p 395 (act 53-55), p 396, p 397, p 398 (act 56-61), p 399 (act 62-65), p 401 (act 66, 67, 68, 70), p 402 (act CF 1, 2, 3), p 404-411</p>	
	3. 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.
	Presentational Speaking / Signing
<p>p 49 (act 60), p 50 (act CF 1, 2, 3, 4), p 74 (CF 1, 2, 3), p 79 (act a, b, c, d)</p>	Novice Low a) I can present information about myself and other very familiar topics of immediate interest in highly predictable settings using single words, memorized phrases, or signs relying upon repetition, visual aids, and gestures.
<p>p 135 (act 29 a-c), p 148 (act 3)</p>	Novice Low b) I can reproduce some familiar words, phrases, or signs in culturally accepted ways.
<p>p 172 (act 1, 2, 3), p 198 (1, 2, 3), p 222 (act CF 1,2,3), p 229 (act a-c), p 268 (act CF 1, 2, 3, 4, 5)</p>	Novice Mid a) I can present information about myself and other very familiar topics of immediate interest in highly predictable settings using single words, memorized phrases, or signs relying upon repetition, visual aids, and gestures.
<p>p 244 (act CF 1, 2, 3), p 253 (act a-d), p 267 (act 59)</p>	Novice Mid b) I can reproduce some familiar words, phrases, or signs in culturally accepted ways.

p 336 (act CF 1-3), p 361 (act a-c), p 367 (act a, b), p 389 (act a-c), p 401 (act 70)	Novice High a) I can present basic information on familiar topics that relate to me in a variety of settings, sometimes relying upon clarification and circumlocution, using language I have practiced using phrases and simple sentences.
	Presentational Writing
p 31 (act 10, 11), p 98 (act CF 1, 2, 3, 4)	Novice Low a) I can present information about myself and other very familiar topics of immediate interest in highly predictable settings using single words or memorized phrases relying visual aids.
p 137 (act 35), p 147 (act 56), p 148 (CF 1, 2, 3)	Novice Low b) I can reproduce some familiar words, characters, or phrases in culturally accepted ways.
p 181 (act a-e), p 279 (act a-d), p 281 (act 33), p 292 (act CF 1-3)	Novice Mid a) I can present information about myself and some other very familiar topics of immediate interest in highly predictable settings using a variety of words or phrases, and memorized expressions often relying upon visual aids.
p 222 (act CF 1,2,3), p 231 (act a, b), p 233 (act 35), p 244 (act CF 1, 2, 3, 4), p 249 (act a, b, c)	Novice Mid b) I can write lists and memorized phrases on familiar topics in culturally accepted ways.
p 313 (act 54), p 319 (act a-c), p 336 (act CF 1, 2, 3), p 367 (act a, b), p 379 (act 59), p 401 (act 70), p 402 (act CF 1, 2, 3)	Novice High a) I can present basic information on familiar topics that relate to me in a variety of settings, sometimes relying upon clarification and circumlocution, using language I have practiced using phrases and simple sentences.
p 314 (act CF 1-4), p 341 (act a-c), p 380 (act 1, 2, 3)	Novice High b) I can compose short messages and notes on familiar topics related to everyday life in culturally accepted ways.

	GOAL 2: CULTURE Interact with Cultural Competence and Understanding
	1. RELATING CULTURAL PRACTICES TO PERSPECTIVES Learners use the target language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
p 30 (act 5)	Novice a) I can imitate patterns of behavior such as greetings or gestures used in formal and informal settings in the target cultures.
p 97 (act 52), pp 220-221 (act 57), pp 334-335 (act 56), p 380 (act 5)	Novice b) I can identify and participate in traditional practices, cultural activities and in the target cultures.
pp 120-121 (act 57), p 125 (act 6), p 225 (act 12), 278 (act 23), p 383 (act 12)	Novice c) I can identify with some perspectives and worldviews from the target cultures.
pp 96-97 (act 51, 52)	Novice d) I can recognize diversity and the impact of stereotyping other cultures.
p 201 (act 5), p 211 (act 37), p 221 (act 57, 61), p 243 (act 55), p 281 (act 33), p 313 (act 54), p 335 (act 58), p 382 (act 6)	Novice e) I can recognize differences and similarities between the target cultures and my own.
	2. RELATING CULTURAL PRODUCTS TO PERSPECTIVES Learners use the target language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
p 183 (act 22), p 221 (act 57), 225 (act 12), pp 242-243 (act 58), p 266, p 267 (act 57), p 291 (act 50)	Novice a) I can identify and explore artifacts and symbols commonly used in diverse target-language communities.
p 149 (act 1), p 150 (act 4), p 152 (act 8), p 154 (act 12), p 170, p 171 (act 52), pp 356-357 (act 50, 51)	Novice b) I can identify and explore some major contributions and influential figures, historical and contemporary, from a variety of diverse target-language communities.

p 230 (act 23)	Novice c) I can identify and explore the impact of historical and contemporary influences from diverse target-language communities that are significant in my own culture.
p 147 (act 53), p 175 (act 5), p 180 (act 15), p 186 (act 27, 28, 29), p 196, p 197, p 205 (act 20), pp 242-243 (act 58), p 266, p 267 (act 57), p 268 (act CF 1, 2, 3, 4), pp 290-291 (act 50, 51), pp 312-313 (act 52), p 346 (act 28, 29)	Novice d) I can identify and investigate products and geographic features from civilizations, countries, regions, and tribes associated with the target language studied.
p 382 (act 5), p 386 (act 26), p 387 (act 29), pp 400-401 (act 67)	Novice e) I can identify samples of the cultures' perspectives from the arts and media in the target cultures.

	GOAL 3: 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.
	1. 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.
p 22 (act 4), p 97 (act 54), p 109 (act a, b, c), p 121 (act 59), p 130 (act 16), p 174 (act 4), p 246 (act 4), p 313 (act 51), p 316 (act 4), p 335 (act 55), p 347 (act 33), p 361 (act 8), p 382 (act 4), p 401 (act 66, 68)	Novice a) I can identify and/or apply selected information and skills from other content areas in experiences related to the target language and cultures.
p 230 (act 23), p 247 (act 6), p 274 (act 13), p 317 (act a, b), p 339 (act 6), p 342 (act 18), p 384 (act 16)	Novice b) I can reinforce and /or expand learning in other content areas using authentic target language resources when possible.
	2. ACQUIRING INFORMATION AND DIVERSE PERSPECTIVES Learners access and evaluate information and diverse perspectives that are available through the target language and its cultures.

p 48, p 49 (act 58), p 72, p 73 (act 53, 54), p 77 (act 6), p 97 (act 51), p 104 (act 15), p 120, p 121 (act 57), p 125 (act 6), p 132 (act 23), p 197 (act 51,52,53,55), pp 276-277 (act 22), p 278 (act 23), p 313 (act 52), p 382 (act 6), p 383 (act 12), p 384 (act 17), p 400-401 (act 67)	Novice a) I can extract information about the target cultures from selected authentic sources representing diverse target-language communities.
p 211 (act 37), p 251 (act 16), p 253 (act 22)	Novice b) I can use authentic target language sources to gain insight about and identify the distinctive perspectives of the target language.

	GOAL 4: COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence.
	1. LANGUAGE COMPARISONS Learners use the language to explore, explain, and reflect on the nature of language through comparisons of the language studied and their own.
	Novice a) I can identify cognates and borrowed words and be aware of their usefulness in comprehending language.
	Novice b) I can identify similarities and differences in the sound and writing systems.
p 35 (act 20), p 39 (act 36), p 46 (act 51), p 47 (act 57), p 71 (act 51), p 95 (act 50), p 102 (act 10), p 105 (act 18), p 145 (act 51), p 169 (act 50), p 218 (act 56), p 265 (act 55), p 275 (act 17, 18), p 289 (act 49), p 311 (act 50), p 321 (act 26), p 355 (act 49), p 361 (act 10), p 377 (act 54)	Novice c) I can make comparisons of basic language forms in familiar and highly predictable settings when I have reached the Novice High level.
	Novice d) I can compare basic idiomatic expressions and at the Novice High level, interpret, express, and compare the meaning of idioms.

	2. CULTURAL COMPARISONS Learners use the language to explore, explain and reflect on the concept of culture through comparisons of the cultures studied and their own.
p 39 (act 36), p 73 (act 53), p 100 (act 4), 121 (act 57), p 127 (act a, b, c), p 130 (act 19), p 133 (act 25), p 211 (act 37), p 225 (act 12)	Novice a) I can identify similarities and differences in verbal and nonverbal behavior between cultures in situations that are familiar and highly predictable.
p 32 (act 14), p 73 (act 53), p 97 (act 51), p 100 (act 4), p 150 (act 5), p 201 (act 5), p 221 (act 57, 61), p 243 (act 55), p 268 (act CF 3), p 273 (act a-c), p 278 (act 24), p 279 (act 27), p 281 (act 33), p 313 (act 54), p 317 (act a, b), p 325 (act 37), p 347 (act 30), p 379 (act 59), p 382 (act 6), p 384 (act 17)	Novice b) I can initially recognize and advance to be able to identify and then analyze intercultural similarities and differences in the practices, products, and perspectives of my own culture and the target cultures in very familiar situations.
p 97 (act 54), p 383 (act 14)	Novice c) I can initially recognize, then progress to be able to explore, explain and reflect on how generalized perceptions, past and present, of groups and people shape identity and culture in my own and the target cultures.

	GOAL 5: COMMUNITIES Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.
	1. SCHOOLS AND GLOBAL COMMUNITIES Learners use the target language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
p 275 (act 21), p 360 (act 5), p 363 (act 14), p 383 (act 12)	Novice a) I can identify career paths that are enhanced by proficiency in another language.
p 204 (act 18), p 209 (act 32), p 314 (act CF 1-4, CF 1-3), p 357 (act CF), p 387 (act 31)	Novice b) I can practice oral or written use of the target language with others outside of an academic setting.
	Novice c) I can communicate on a personal level with speakers of the target language.

p 275 (act a, b)	Novice d) I can produce short presentations in the target language for a variety of audiences.
p 336 (act CF 1, 2, 3), p 380 (act CF 1-3), p 380 (act CF 1-3)	Novice e) I can produce short presentations in the target language for a designated audience.
	2. LIFELONG LEARNING Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.
	Novice a) I can demonstrate a willingness to interact with native speakers.
p 106 (act 23), pp 378-379 (act 56)	Novice b) I can discover and explore a variety of entertainment sources representative of the target cultures.
p 317 (act 7), p 338 (act 4)	Novice c) I can identify current topics or events of interest within the target cultures.
p 106 (act 23), pp 154-155 (act 12), p 380 (act 5), p 386 (act 26), p 387 (act 29), pp 400-401 (act 67)	Novice d) I can discover and explore samples of art, literature, or music that are representative of the target cultures.