

Instructional Material Program: DAVVERO 2

2011 Florida Next Generation World Languages Standards

COURSE TITLE(S): Italian 2

COURSE CODE(S): 0705330

STANDARD 1: Interpretive Listening: The student will be able to understand and interpret information, concepts, and ideas orally from culturally authentic sources on a variety of topics in the target language.		
Benchmark code	Benchmark	Activities where benchmark is directly addressed in-depth in major tool.
WL.K12.IH.1.1	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions on familiar topics.	p. 259 (act. 40), p. 273 (act. 19), p. 279 (act. 46, 48), p. 289 (act. 11, 12), p. 290 (act. 16, 17), p. 297 (act. 47), p. 317 (act. 45, 46), p. 326 (act. 6), p. 331 (act. 32), p. 347 (act. 12), p. 355 (act. 46),
WL.K12.IH.1.2	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.	p. 250 (act. 8), p. 263 (act. 50-52), p. 267 (act. Approfondimenti fase 2, 3), p. 283 (act. 55-57), p. 301 (act. 57-59), p. 321 (act. 53-55), p. 339 (act. 55, 56), p. 343 (act. Approfondimenti fase 3), p. 359 (act. 56-59)
WL.K12.IH.1.3	Follow informal presentations on a variety of topics.	p. 191 (act. Approfondimenti, fase 4)
WL.K12.IH.1.4	Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts, and videos.	p. 23 (act. 11), p. 253 (act. 14), p. 255 (act. 24), p. 271 (act. 10), p. 272 (act. 14), p. 276 (act. 31, 32), p. 294 (act. 33, 34), p. 305 (act. Approfondimenti fase 1), p. 309 (act. 10), p. 313 (act. 24), p. 314 (act. 28, 29, 32), p. 328 (act. 16, 19), p. 332 (act. 35, 36, 38), p. 349 (act. 17, 23),

<p>WL.K12.IH.1.5</p>	<p>Identify the main idea and supporting details from discussions and interviews on familiar topics.</p>	<p>p. 23 (act. 11), p. 253 (act. 16), p. 256 (act. 28, 29), p. 274 (act. 23), p. 311 (act. 18), p. 351 (act. 29), p. 352 (act. 31, 32)</p>
<p>WL.K12.IH.1.6</p>	<p>Demonstrate understanding of complex directions and instructions, in unfamiliar settings.</p>	
<p>WL.K12.IM.1.1</p>	<p>Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.</p>	<p>p. 139 (act. 18, 19), p. 145 (act. 41), p. 163 (act. 44, 45), p. 180 (act. 33), p. 183 (act. 46), p. 203 (act. 43), p. 215 (act. 21), p. 221 (act. 43), p. 241 (act. 44)</p>
<p>WL.K12.IM.1.2</p>	<p>Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.</p>	<p>p. 142 (act. 29, 30), p. 151 (act. 56, 57), p. 197 (act. 19), p. 229 (act. Approfondimenti fase 2)</p>
<p>WL.K12.IM.1.3</p>	<p>Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.</p>	<p>p. 189 (act. 65), p. 200 (act. 30, 31), p. 238 (act. 30, 31)</p>
<p>WL.K12.IM.1.4</p>	<p>Identify essential information and supporting details on familiar topics presented through a variety of media.</p>	<p>p. 43 (act. 21), p. 104 (act. 37), p. 137 (act. 10), p. 149 (act. 50-52), p. 155 (act. 8), p. 157 (act. 17), p. 159 (act. 29), p. 160 (act. 32, 33), p. 167 (act. 54), p. 169 (act. 60), p. 175 (act. 12), p. 177 (act. 19), p. 179 (act. 28), p. 180 (act. 32-34), p. 187 (act. 60), p. 191 (act. Approfondimenti fase 2), p. 195 (act. 11), p. 199 (act. 27), p. 207 (act. 53-55), p. 213 (act. 10, 11), p. 217 (act. 28), p. 218 (act. 30, 31), p. 232 (act. 7), p. 235 (act. 19), p. 237 (act. 28), p. 245 (act. 55-57)</p>

WL.K12.IM.1.5	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.	p. 163 (act. 44, 45)
WL.K12.IM.1.6	Demonstrate understanding of complex directions and instructions, in familiar settings.	
WL.K12.IL.1.1	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.	p. 31 (act. 47), p. 43 (act. 21), p. 46 (act. 36, 37), p. 49 (act. 47, 48), p. 65 (act. 27), p. 69 (act. 46), p. 81 (act. 17), p. 87 (act. 45), p. 107 (act. 51, 52), p. 125 (act. 46)
WL.K12.IL.1.2	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.	p. 25 (act. 21), p. 28 (act. 32, 33, 34, 36, 37), p. 40 (act. 5, 6), p. 43 (act. 21), p. 45 (act. 29), p. 55 (act. 68), p. 60 (act. 5, 7), p. 62 (act. 15), p. 79 (act. 11), p. 83 (act. 23, 26), p. 84 (act. 30, 35), p. 95 (act. Approfondimenti, fase 1), p. 98 (act. 5), p. 99 (act. 14), p. 100 (act. 20, 21), p. 102 (act. 31), p. 104 (act. 37), p. 117 (act. 14, 15), p. 119 (act. 24), p. 122 (act. 33, 34), p. 131 (act. 59), p. 133 (act. Approfondimenti fase 2)
WL.K12.IL.1.3	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.	p. 66 (act. 32, 33), p. 69 (act. 46)
WL.K12.IL.1.4	Identify key points and essential details on familiar topics presented in a variety of media.	p. 31 (act. 46), p. 46 (act. 36, 37), p. 53 (act. 61), p. 73 (act. 53-55), p. 91 (act. 54,55), p. 104 (act. 37), p. 111 (act. 63), p. 129 (act. 54)
WL.K12.IL.1.5	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.	p. 27 (act. 28)

<p>WL.K12.IL.1.6</p>	<p>Demonstrate understanding of multiple-step directions and instructions, in familiar settings.</p>	<p>p. 175 (act. Adesso tocca a te!)</p>
<p>STANDARDS 2: Interpretative Reading: The student will be able to understand and interpret information, concepts, and ideas in writing from culturally authentic sources on a variety of topics in the target language.</p>		
<p>Benchmark code</p>	<p>Benchmark</p>	<p>Activities where benchmark is directly addressed in-depth in major tool.</p>
<p>WL.K12.IH.2.1</p>	<p>Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.</p>	<p>p. 141 (act. 27, 28), p. 142 (act. 31), p. 250 (act. 5), p. 251 (act. 12), p. 263 (act. 51, 52), p. 283 (act. 56, 57), p. 291 (act. 20), p. 301 (act. 57-59), p. 310 (act. 14), p. 321 (act. 53-55), p. 330 (act. 26), p. 339 (act. 56), p. 349 (act. 19), p. 359 (act. 57, 58)</p>
<p>WL.K12.IH.2.2</p>	<p>Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.</p>	<p>p. 209 (act. 57), p. 327 (act. 11), p. 329 (act. 20), p. 346 (act. 5)</p>
<p>WL.K12.IH.2.3</p>	<p>Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.</p>	<p>p. 232 (act. 6), p. 249 (act. 1, 2), p. 250 (act. 9), p. 253 (act. 15), p. 255 (act. 25), p. 269 (act. 1, 2, 3), p. 272 (act. 12, 13), p. 273 (act. 15), p. 275 (act. 28), p. 279 (act. 46, 47), p. 287 (act. 1, 2), p. 288 (act. 5), p. 290 (act. 14), p. 296 (act. 39, 42), p. 297 (act. 47), p. 303 (act. 61), p. 305 (act. Approfondimenti fase 1, 2), p. 307 (act. 1, 2), p. 317 (act. 45, 46), p. 323 (act., 58), p. 325 (act. 1, 2), p. 334 (act. 44), p. 335 (act. 46), p. 341 (act. 58, 59), p. 345 (act. 1, 2), p. 351 (act. 26)</p>

<p>WL.K12.IH.2.4</p>	<p>Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary, when reading for information.</p>	<p>p. 55 (act. 65), p. 141 (act. 2), p. 179 (act. 29), p. 216 (act. 24), p. 232 (act. 6), p. 236 (act. 23), p. 247 (act. 59, 60), p. 251 (act. 12), p. 254 (act. 22, 23), p. 265 (act. 54, 55), p. 270 (act. 5), p. 285 (act. 60), p. 291 (act. 21, 22, 23), p. 292 (act. 25), p. 293 (act. 30, 31), p. 308 (act. 4, 5), p. 309 (act. 11), p. 312 (act. 22), p. 313 (act. 27), p. 316 (act. 39), p. 326 (act. 5, 9), p. 331 (act. 30), p. 343 (act. Approfondimenti fase 2), , p. 349 (act. 25), p. 361 (act. 61), p. 363 (act. Approfondimenti fase 1)</p>
<p>WL.K12.IM.2.1</p>	<p>Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.</p>	<p>p. 55 (act. 65), p. 100 (act. 16), p. 113 (act. 66),p. 120 (act. 26), p. 135 (act. 1, 2), p. 137 (act. 8, 9), p. 144 (act. 34, 35), p. 153 (act. 1, 2), p. 159 (act. 30), p. 162 (act. 37), p. 173 (act. 1, 2), p. 175 (act. 10), p. 177 (act. 21), p. 178 (act. 24), p. 180 (act. 36), p. 182 (act. 38, 40), p. 183 (act. 44), p. 193 (act. 1, 2), p. 194 (act. 5), p. 199 (act. 26), p. 207 (act. 53, 55), p. 211 (act. 1, 2), p. 212 (act. 5), p. 213 (act. 6), p. 214 (act. 14), p. 225 (act. 50, 51), p. 231 (act. 1, 2), p. 236 (act. 24), p. 237 (act. 29), p. 245 (act. 56, 57), p. 251 (act. 12), p. 252 (act. 13), p. 274 (act. 25), p. 285 (act. 59, 60, 61)</p>
<p>WL.K12.IM.2.2</p>	<p>Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.</p>	<p>p. 120 (act. 26), p. 151 (act. 55), p. 154 (act. 4, 5), p. 171 (act. Approfondimenti fase 1, 2), p. 227 (act. 54, 55) p. 247 (act. 59), p. 328 (act. 17), p. 350 (act. 24, 25)</p>
<p>WL.K12.IM.2.3</p>	<p>Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.</p>	<p>p. 136 (act. 5), p. 138 (act. 14), p. 140 (act. 15, 21), p. 155 (act. 11, 12), p. 156 (act. 15), p. 158 (act. 24), p. 169 (act. 57), p. 174 (act. 5), p. 179 (act. 29), p. 189 (act. 63), p. 196 (act. 14), p. 198 (act. 23), p. 213 (act. 9), p. 215 (act. 19), p. 229 (act. Approfondimenti fase 1, 3), p. 232 (act. 5), p. 233 (act. 9), p. 234 (act. 14), p. 274 (act. 20), p. 328 (act. 17), p. 346 (act. 5), p. 348 (act. 19)</p>
<p>WL.K12.IM.2.4</p>	<p>Recognize many high frequency idiomatic expressions from a</p>	<p>p. 25 (act. 17), p. 145 (act. 41), p. 157 (act. 16), p. 163 (act. 44, 45), p. 176 (act. 14), p. 183 (act. 46), p. 199 (act. 26), p. 200 (act. 33), p. 209</p>

	variety of authentic texts of many unknown words by using <i>context clues</i> .	(act. 56, 57), p. 214 (act. 13), p. 221 (act. 43), p. 276 (act. 35, 36), p. 361 (act. 60)
WL.K12.IL.2.1	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.	p. 21 (act. 1, 3), p. 22 (act. 5), p. 24 (act. 13), p. 30 (act. 40), p. 39 (act. 1, 2), p. 40 (act. 4), p. 44 (act. 24), p. 49 (act. 45, 47, 48), p. 59 (act. 1), p. 60 (act. 9), p. 73 (act. 53, 55), p. 77 (act. 1), p. 91 (act. 54), p. 97 (act. 1, 2), p. 98 (act. 4-6), p. 111 (act. 62, 64), p. 113 (act. 65, 66), p. 115 (act. 1, 2), p. 120 (act. 27), p. 129 (act. 55), p. 131 (act. 56)
WL.K12.IL.2.2	Interpret written literary text in which the writer tells or asks about familiar topics.	p. 26 (act. 24), p. 41 (act. 10), p. 42 (act. 15), p. 59 (act. 2), p. 75 (act. 57, 58, 59), p. 95 (act. Approfondimenti, fase 1), p. 118 (act. 17)
WL.K12.IL.2.3	Determine the meaning of a message and identify the author's purpose of authentic written texts such as advertisements and public announcements.	p. 24 (act. 14), p. 45 (act. 31), p. 55 (act. 65), p. 57 (act. Approfondimenti, fase 1, 2), p. 60 (act. 6), p. 63 (act. 18), p. 64 (act. 23), p. 78 (act. 4), p. 80 (act. 14), p. 82 (act. 22), p. 93 (act. 58, 59, 60), p. 95 (act. Approfondimenti, fase 1, 2), p. 101 (act. 24), p. 102 (act. 29), p. 103 (act. 34, 35, 36), p. 120 (act. 26)
WL.K12.IL.2.4	Demonstrate understanding of vocabulary used in context when following written directions.	p. 22 (act. 6), p. 27 (act. 26, 29), p. 31 (act. 45, 47), p. 43 (act. 16, 18, 19, 20), p. 48 (act. 44), p. 49 (act. 45), p. 55 (act. 64), p. 61 (act. 10, 11), p. 62 (act. 16, 17), p. 65 (act. 25, 29), p. 79 (act. 5, 6, 7, 8, 9), p. 84 (act. 33, 36), p. 99 (act. 9), p. 100 (act. 17), p. 104 (act. 39), p. 107 (act. 51, 52), p. 116 (act. 6), p. 119 (act. 18, 19), p. 131 (act. 57), p. 133 (act. Approfondimenti fase 3), p. 141 (act. 26), p. 200 (act. 33), 214 (act. 13), p. 311 (act. 19)

STANDARD 3: Interpersonal Communication: The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally appropriate context in the target language.		
Benchmark code	Benchmark	Activities where benchmark is directly addressed in-depth in major tool.
WL.K12.IH.3.1	State and support different points of views and take an active part in discussions.	p. 237 (act. 29), p. 248 (act. CF: Creare e sostenere una campagna di sensibilizzazione per il rispetto degli animali), p. 250 (act. 6), p. 251 (act. 12), p. 253 (act. 14), p. 254 (act. 20, 21), p. 255 (act. 25), p. 256 (act. 31), p. 267 (act. Approfondimenti fase 1, 3), p. 273 (act. 15), p. 274 (act. 21, 24), p. 275 (act. 27, 28), p. 276 (act. 33, 34), p. 285 (act. 61), p. 286 (act. CF: Partecipare a una riunione di un'associazione di consumatori, CF: Redigere un testo argomentativo su pro e contro dell'era 2.0), p. 288 (act. 4, 5), p. 289 (act. 13), p. 291 (act. Adesso tocca a te!), p. 292 (act. 25, 26, 27, 28, 29), p. 293 (act. 32), p. 303 (act. 61, 62), p. 305 (act. Approfondimenti fase 1-3), p. 309 (act. 6), p. 310 (act. 13), p. 313 (act. 26), p. 314 (act. 34), p. 326 (act. 8), p. 327 (act. 13), p. 328 (act. 19), p. 330 (act. 25, 27), p. 331 (act. 34), p. 341 (act. 60), p. 343 (act. Approfondimenti fase 2), p. 347 (act. 6, 13), p. 348 (act. 15), p. 349 (act. 19, 23), p. 350 (act. 24, 25), p. 351 (act. 26, Adesso tocca a te!),), p. 352 (act. 33), p. 363 (act. Approfondimenti fase 2, 3)
WL.K12.IH.3.2	Sustain a conversation in uncomplicated situations on a variety of topics.	p. 94 (act. CF: Proporre un progetto di domotica per la classe, CF: Redigere una notizia di argomento scientifico), p. 152 (act. CF: Organizzare un itinerario di viaggio in Italia, CF: Descrivere un sito d'interesse), p. 179 (act. 25-31, Adesso tocca a te!), p. 189 (act. 66), p. 190 (act. CF: Creare un evento gastronomico dedicato a una regione italiana, CF: Scrivere la ricetta di una tua specialità), p. 210 (act. CF: Proporre una filosofia di vita alternativa), p. 228 (act. CF: Fare una proposta per modernizzare una tradizione, CF: Scrivere un articolo di opinione su un'opera architettonica contemporanea), p. 237 (act. 29), p. 251 (act. Adesso tocca a te!), p. 253 (act. 14, 17), p. 254 (act. 23), p. 265 (act. 53), p. 266 (act. CF:

		<p>Realizzare un progetto per una mostra sul tema dell'identità, CF: Raccontare una storia di integrazione), p. 267 (act. Approfondimenti, fase 1-4), . 272 (act. 14), p. 273 (act. 19), p. 289 (act. Adesso tocca a te!),), p. 285 (act. 58), p. 289 (act. 10), p. 291 (act. 20), p. 294 (act. 37), p. 303 (act. 60), p. 305 (act. Approfondimenti, fase 1-3), p. 308 (act. 4), p. 309 (act. 12), p. 311 (act. 15, 17), p. 312 (act. 21, 22), p. 313 (act. Adesso tocca a te!), p. 323 (act. 56, 57, 59, 60), p. 324 (act. CF: Realizzare un reportage "Sulle tracce di..."), p. 326 (act. 4), p. 328 (act. 15, 18), p. 329 (act. 24), p. 341 (act. 57), p. 343 (act. Approfondimenti fase 1), p. 346 (act. 4), p. 361 (act. 59), p. 342 (act. CF: Scrivere e rappresentare una scena teatrale, p. 347 (act. Adesso tocca a te!), p. 349 (act., 18), p. 351 (act. Adesso tocca a te!), p. 361 (act. 62), 362 (act. CF: Creare uno spot per trasmettere dei modelli sociali realistici, CF: Scrivere una poesia), p. 363 (act. Approfondimenti, fase 1-3)</p>
WL.K12.IH.3.3	Express degrees of emotion and respond appropriately to the feelings and emotions of others.	p. 253 (act. 17), p. 265 (act. 55, 56), p. 330 (act. 29), p. 332 (act. 38, 39)
WL.K12.IH.3.4	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.	p. 99 (act. Adesso tocca a te!), p. 114 (act. CF: Partecipare a un recruiting day, CF: Redigere una lettera di motivazione), p. 152 (act. CF: Organizzare un itinerario di viaggio in Italia, CF: Descrivere un sito d'interesse), p. 170 (act. CF: Preparare un programma culturale per la classe), p. 251 (act. 10), p. 265 (act. 57), p. 294 (act. 36)
WL.K12.IH.3.5	Initiate, maintain, and end a conversation on a variety of familiar topics.	p. 84 (act. 31), p. 99 (act. Adesso tocca a te!), 132 (act. CF: Scrivere un mini poema a più mani, CF: Scrivere la cronistoria di un'epoca importante del proprio Paese), p. 170 (act. CF: Preparare un programma culturale per la classe), p. 179 (act. 25-31, Adesso tocca a te!), p. 237 (act. 29), p. 248 (act. CF: Redigere un manifesto contro il sessismo, p. 249 (act. 1, 3, 4), p. 251 (act. Adesso tocca a te!), p. 253 (act. 14, 17), p. 254 (act. 23), p. 256 (act. 30), p. 266 (act. CF: Realizzare un progetto per una mostra sul tema dell'identità, CF: Raccontare una storia di

		integrazione), p. 267 (act. Approfondimenti, fase 1-4), p. 269 (act. 1, 2, 3), p. 270 (act. 4), p. 272 (act. 13), p. 273 (act. 19), p. 286 (act. CF: Partecipare a una riunione di un'associazione di consumatori), p. 287 (act. 1, 3), p. 289 (act. Adesso tocca a te!), p. 291 (act. 20, p. 314 (act. 33), p. 324 (act. CF: Realizzare un reportage "Sulle tracce di..."), p. 325 (act. 1, 3), p. 326 (act. 10, p. 331 (act. Adesso tocca a te!), p. 343 (act. Approfondimenti, fase 1-4), p. 345 (act. 1, 3)
WL.K12.IH.3.6	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.	p. 274 (act. 25, 26), p. 289 (act. 6), p. 314 (act. 30, 31, 32), p. 326 (act. 7), 362 (act. CF: Creare uno spot per trasmettere dei modelli sociali realistici, CF: Scrivere una poesia)
WL.K12.IH.3.7	Ask for, follow, and give directions in complex situations.	
WL.K12.IH.3.8	Describe and elaborate on a personal situation or problem using details.	p. 253 (act. Adesso tocca a te!)
WL.K12.IM.3.1	Express views and effectively engage in conversations on a variety of familiar topics.	p. 139 (act. 19), p. 152 (act. CF: Descrivere un sito d'interesse), p. 154 (act. 4, 5, 6), p. 159 (act. Adesso tocca a te!), p. 174 (act. 5), p. 175 (act. 8), p. 194 (act. 4, 5, 6), p. 234 (act. 13), p. 237 (act. 29), p. 248 (act. CF: Redigere un manifesto contro il sessismo, p. 248 (act. CF: Creare e sostenere una campagna di sensibilizzazione per il rispetto degli animali), p. 251 (act. Adesso tocca a te!), p. 253 (act. 14, 17), p. 271 (act. 8), p. 286 (act. CF: Partecipare a una riunione di un'associazione di consumatori, CF: Redigere un testo argomentativo su pro e contro dell'era 2.0), p. 343 (act. Approfondimenti, fase 1-4)
WL.K12.IM.3.2	Ask and answer questions on familiar topics to clarify information and sustain a conversation.	p. 45 (act. 29), 132 (act. CF: Scrivere la cronistoria di un'epoca importante del proprio Paese), p. 135 (act. 1, 3), p. 136 (act. 5), p. 153 (act. 1, 3), p. 173 (act. 1, 3), p. 193 (act. 1, 3), p. 194 (act. 5, 6), p. 198 (act. 22), p. 211 (act. 1, 3), p. 231 (act. 1, 3)

<p>WL.K12.IM.3.3</p>	<p>Express personal views and opinions on a variety of topics.</p>	<p>76 (act. CF: Presentare un progetto di recupero di uno spazio in disuso), p. 81 (act. 20), p. 82 (act. 21), p. 136 (act. 4), p. 137 (act. 6, 10, 11), p. 138 (act. 13, 14), p. 142 (act. 32), p. 151 (act. 53, 58), p. 155 (act. 9, 10, Adesso tocca a te!), p. 160 (act. 35, 36), p. 170 (act. CF: Preparare un programma culturale per la classe), p. 179 (act. 26, 29, 31), p. 180 (act. 35), p. 194 (act. 4), p. 196 (act. 13, 14, 15), p. 197 (act. 20), p. 199 (act. 24, 29), p. 200 (act. 32), p. 209 (act. 56), p. 214 (act. 15), p. 215 (act. 18, 19, 21), p. 218 (act. 33), p. 227 (act. 56), p. 232 (act. 4, 5, 7), p. 233 (act. 9), p. 237 (act. 28, 29), p. 238 (act. 33), p. 247 (act. 58, 59), p. 248 (act. CF: Redigere un manifesto contro il sessismo, CF: Creare e sostenere una campagna di sensibilizzazione per il rispetto degli animali), p. 286 (act. CF: Partecipare a una riunione di un'associazione di consumatori, CF: Redigere un testo argomentativo su pro e contro dell'era 2.0),</p>
<p>WL.K12.IM.3.4</p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).</p>	<p>p. 45 (act. 29), 76 (act. CF: Presentare un progetto di recupero di uno spazio in disuso, CF: Creare un oggetto con materiale riciclato), p. 94 (act. CF: Proporre un progetto di domotica per la classe, CF: Redigere una notizia di argomento scientifico), p. 99 (act. Adesso tocca a te!), p. 103 (act. Adesso tocca a te!), p. 121 (act. Adesso tocca a te!), 132 (act. CF: Scrivere un mini poema a più mani, CF: Scrivere la cronistoria di un'epoca importante del proprio Paese), p. 151 (act. 55), p. 152 (act. CF: Organizzare un itinerario di viaggio in Italia), p. 154 (act. 7), p. 160 (act. 34), p. 169 (act. 56, 58, 59, 61), p. 170 (act. CF: Preparare un programma culturale per la classe), p. 171 (act. Approfondimenti fase 1), p. 175 (act. Adesso tocca a te!), p. 179 (act. Adesso tocca a te!), p. 189 (act. 66), p. 190 (act. CF: Creare un evento gastronomico dedicato a una regione italiana, CF: Scrivere la ricetta di una tua specialità), p. 191 (act. Approfondimenti fase 1), p. 195 (act. 12), p. 198 (act. 23), p. 199 (act. Adesso tocca a te!), p. 200 (act. 34), p. 210 (act. CF: Proporre una filosofia di vita alternativa), p. 212 (act. 4, 5), p. 213 (act. 8), p. 216 (act. 23), p. 217 (act. 25, 29), p. 227 (act. 53, 57), p. 228 (act. CF: Fare una proposta per</p>

		<p>modernizzare una tradizione), p. 229 (act. Approfondimenti fase 1), p. 233 (act. 8), p. 235 (act. 15), p. 236 (act. 22, 23), p. 237 (act. 28, 29, Adesso tocca a te!), p. 238 (act. 32), p. 248 (act. CF: Redigere un manifesto contro il sessismo, CF: Creare e sostenere una campagna di sensibilizzazione per il rispetto degli animali), p. 266 (act. CF: Realizzare un progetto per una mostra sul tema dell'identità, CF: Raccontare una storia di integrazione), p. 267 (act. Approfondimenti, fase 1-4), p. 286 (act. CF: Partecipare a una riunione di un'associazione di consumatori), p. 294 (act. 37), p. 304 (act. CF: Elaborare un "Lo sapevi che...?" su mentalità e comportamenti green), p. 310 (act. 14), p. 324 (act. CF: Realizzare un reportage "Sulle tracce di..."), 362 (act. CF: Creare uno spot per trasmettere dei modelli sociali realistici, CF: Scrivere una poesia)</p>
<p>WL.K12.IM.3.5</p>	<p>Initiate and maintain a conversation on a variety of familiar topics.</p>	<p>p. 56 (act. CF: Elaborare un volantino per promuovere un'attività fisica, CF: Raccontare la storia di uno/a sportivo/a), 76 (act. CF: Presentare un progetto di recupero di uno spazio in disuso, CF: Creare un oggetto con materiale riciclato), p. 84 (act. 31), p. 99 (act. Adesso tocca a te!), p. 114 (act. CF: Partecipare a un recruiting day, CF: Redigere una lettera di motivazione), p. 119 (act. 19), p. 121 (act. Adesso tocca a te!), p. 122 (act. 36), p. 131 (act. 56), p. 132 (act. CF: Scrivere un mini poema a più mani, CF: Scrivere la cronistoria di un'epoca importante del proprio Paese), p. 140 (act. 20), p. 141 (act. 23, Adesso tocca a te!), p. 152 (act. CF: Organizzare un itinerario di viaggio in Italia, CF: Descrivere un sito d'interesse), p. 156 (act. 14), p. 158 (act. 23, 24), p. 159 (act. 31), p. 170 (act. CF: Preparare un programma culturale per la classe), p. 174 (act. 4), p. 176 (act. 13, 15), p. 177 (act. 22), p. 178 (act. 23), p. 189 (act. 62, 63, 64), p. 190 (act. CF: Creare un evento gastronomico dedicato a una regione italiana, CF: Scrivere la ricetta di una tua specialità), p. 228 (act. CF: Fare una proposta per modernizzare una tradizione, CF: Scrivere un articolo di opinione su un'opera architettonica contemporanea), p. 229 (act. Approfondimenti, fase 1-4), p. 248 (act. CF: Redigere un manifesto</p>

		<p>contro il sessismo, p. 265 (act. 57), p. 266 (act. CF: Realizzare un progetto per una mostra sul tema dell'identità, CF: Raccontare una storia di integrazione), p. 275 (act. Adesso tocca a te!), p. 286 (act. CF: Partecipare a una riunione di un'associazione di consumatori), p. 291 (act. 24), p. 304 (act. CF: Elaborare un "Lo sapevi che...?" su mentalità e comportamenti green), p. 311 (act. Adesso tocca a te!), p. 326 (act. 10), p. 327 (act. 11), p. 331 (act. Adesso tocca a te!), 362 (act. CF: Creare uno spot per trasmettere dei modelli sociali realistici, CF: Scrivere una poesia)</p>
WL.K12.IM.3.6	<p>Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.</p>	<p>p. 61 (act. 11), p. 65 (act. 30), p. 73 (act. 53-55), p. 84 (act. 33), p. 91 (act. 54-56), p. 131 (act. 57), p. 157 (act. 21, 22), p. 159 (act. 26), p. 209 (act. 59), p. 214 (act., 16), p. 235 (act. 16), p. 265 (act. 55), p. 307 (act. 1, 3), p. 308 (act. 5)</p>
WL.K12.IM.3.7	<p>Follow grammatical rules for self correction when speaking.</p>	<p>p. 27 (act. 29), p. 53 (act. 59-61), p. 79 (act. 6), p. 84 (act. 34), p. 104 (act. 39), p. 111 (act. 62, 64), p. 119 (act. 18), p. 129 (act. 53-55), p. 137 (act. 7), p. 139 (act. 16, 17), p. 141 (act. 22, 24, 25, 26, 27, 28), p. 144 (act. 34-37), p. 145 (act. 38-41), p. 147 (act. 42-44), p. 148 (act. 45-49), p. 149 (act. 50-52), p. 157 (act. 18, 19, 20), p. 159 (act. 27, 28), p. 162 (act. 37-41), p. 163 (act. 42-45), p. 165 (act. 46, 47), p. 166 (act. 48-52), p. 167 (act. 53-55), p. 175 (act. 6, 7, 9, 10, 11), p. 177 (act. 16, 17, 20, 21), p. 179 (act. 27, 30), p. 180 (act. 36), p. 182 (act. 38-43), p. 183 (act. 44-46), p. 185 (act. 47-50), p. 186 (act. 51-58), p. 187 (act. 59-61), p. 195 (act. 7, 8, 9), p. 197 (act. 16, 17, 18,), p. 199 (act. 25, 26, 28), p. 200 (act. 33), p. 202 (act. 36-40), p. 203 (act. 41-43), p. 205 (act. 44-46), p. 206 (act. 47-52), p. 207 (act. 53-55), p. 209 (act. 58), p. 213 (act. 7,), p. 214 (act. 17), p. 215 (act. 22), p. 217 (act. 26, 27), p. 218 (act. 32), p. 220 (act. 35-39), p. 221 (act. 40-43), p. 224 (act. 44-49), p. 225 (act. 50-52), p. 233 (act. 10, 11), p. 235 (act. 17, 20, 21), p. 236 (act. 25), p. 237 (act. 26), p. 240 (act. 34-40), p. 241 (act. 41-44), p. 243 (act. 45-47), p. 244 (act. 48-54), p. 245 (act. 56, 57), p. 253 (act. 15, 18, 19), p. 254 (act. 22), p. 258 (act. 32-37), p. 259 (act. 38-40), p. 261</p>

		(act. 41-43), p. 262 (act. 44-49), p. 265 (act. 55), p. 271 (act. 6, 7, 9, 11), p. 273 (act. 16, 17), p. 274 (act. 22), p. 275 (act. 29, 30), p. 278 (act. 38-43), p. 279 (act. 45-48), p. 282 (act. 49-54), p. 283 (act. 55-57), p. 289 (act. 7, 8, 9), p. 290 (act. 15, 18), p. 291 (act. 21, 22, 23), p. 293 (act. 31), p. 296 (act. 38-43), p. 297 (act. 44-47), p. 299 (act. 48-50), p. 300 (act. 51-56), p. 301 (act. 57-59), p. 307 (act. 3), p. 308 (act. 5), p. 309 (act. 7, 8, 9, 12), p. 311 (act. 16, 19, 20), p. 313 (act. 23, 25), p. 314 (act. 33), p. 316 (act. 35-41), p. 317 (act. 42-46), p. 320 (act. 47-52), p. 321 (act. 53-55), p. 326 (act. 9), p. 327 (act. 12, 14), p. 329 (act. 21, 22, 23), p. 331 (act. 30, 31, p. 331 (act.33), p. 332 (act. 37), p. 334 (act. 40-45), p. 335 (act. 46-48), p. 337 (act. 49, 50), p. 338 (act. 51-54), p. 339 (act. 55, 56), p. 341 (act. 59), p. 347 (act. 7, 8, 9, 10, 11, p. 349 (act. 20, 21), p. 351 (act. 27, 28), p. 354 (act. 37-41), p. 355 (act. 43-47), p. 357 (act. 48-50), p. 358 (act. 51-55), p. 359 (act. 56-58)
WL.K12.IM.3.8	Describe a problem or situation with details and state an opinion.	p. 117 (act. Adesso tocca a te!), p. 119 (act. Adesso tocca a te!), p. 137 (act. 12, Adesso tocca a te!), p. 139 (act. 15, Adesso tocca a te!), p. 155 (act. 13), p. 180 (act. 34, 37), p. 195 (act. 10), p. 200 (act. 35), p. 209 (act. 60), p. 213 (act. 12, Adesso tocca a te!), p. 215 (act. Adesso tocca a te!), p. 233 (act. 12), p. 235 (act. 18, Adesso tocca a te!), p. 237 (act. 27), p. 247 (act. 61), p. 248 (act. CF: Redigere un manifesto contro il sessismo, Creare e sostenere una campagna di sensibilizzazione per il rispetto degli animali), p. 286 (act. CF: Partecipare a una riunione di un'associazione di consumatori, CF: Redigere un testo argomentativo su pro e contro dell'era 2.0)
WL.K12.IL.3.1	Initiate and engage in a conversation on familiar topics.	p. 42 (act. 15), p. 46 (act. 35, 38), p. 55 (act. 66), p. 60 (act. 6, 8), p. 62 (act. 14), p. 66 (act. 34), p. 80 (act. 13, 14), p. 97 (act. 1, 3), p. 98 (act. 4)
WL.K12.IL.3.2	Interact with others in everyday situations.	p. 38 (act. Elaborare una playlist per un momento della giornata), p. 42 (act. 13), p. 43 (act. 22, Adesso tocca a te!), p. 46 (act. 34), p. 55 (act. 62), p. 98 (act. 6, 8)

<p>WL.K12.II.3.3</p>	<p>Express and react to feelings and emotions in real life situations.</p>	<p>p. 21 (act. 1), p. 26 (act. 23, 24), p. 27 (act. 31, Adesso tocca a te!), p. 28 (act. 35, 36, 37), p. 39 (act. 1, 3), p. 46 (act. 36), p. 83 (act. 27)</p>
<p>WL.K12.II.3.4</p>	<p>Exchange information about familiar academic and social topics including participation in an interview.</p>	<p>p. 21 (act. 3), p. 22 (act. 5), p. 37 (act. 57), p. 42 (act. 14), p. 57 (act. Approfondimenti, fase 1), p. 64 (act. 22), p. 75 (act. 56), p. 84 (act. 35, 37), p. 95 (act. Approfondimenti, fase 1), p. 98 (act. 4), p. 99 (act. Adesso tocca a te!), p. 100 (act. 15, 16, 18, 21, 22), p. 101 (act. 23, 25, Adesso tocca a te!), p. 103 (act. 34), p. 114 (act. CF: Partecipare a un recruiting day, CF: Redigere una lettera di motivazione), p. 116 (act. 4), p. 131 (act. 60), p. 133 (act. Approfondimenti fase 1-4)</p>
<p>WL.K12.II.3.5</p>	<p>Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.</p>	<p>p. 22 (act. 6), p. 24 (act. 15), p. 25 (act. Adesso tocca a te!), p. 44 (act. 24), p. 45 (act. 30), p. 55 (act. 63), p. 65 (act. 24), p. 79 (act. 12), p. 93 (act. 57, 58, 59, 60), p. 104 (act. 38, 40)</p>
<p>WL.K12.II.3.6</p>	<p>Recount and restate information received in a conversation in order to clarify meaning.</p>	<p>p. 55 (act. 66), p. 60 (act. 4)</p>
<p>WL.K12.II.3.7</p>	<p>Exchange general information about a few topics outside personal and academic fields of interest.</p>	<p>p. 22 (act. 4), p. 23 (act. 7, 8, 12), p. 24 (act. 13), p. 25 (act. 20, 22), p. 37 (act. 58, 59, 60), p. 55 (act. 67), p. 56 (act. CF: Elaborare un volantino per promuovere un'attività fisica, CF: Raccontare la storia di uno/a sportivo/a), p. 57 (act. Approfondimenti, fase 3) p. 63 (act. 18), p. 66 (act. 36, 37), 76 (act. CF: Presentare un progetto di recupero di uno spazio in disuso, CF: Creare un oggetto con materiale riciclato), p. 77 (act. 1, 2), p. 78 (act. 3, 4), p. 82 (act. 22), p. 83 (act. 29), p. 84 (act. 31), p. 94 (act. CF: Proporre un progetto di domotica per la classe, CF: Redigere una notizia di argomento scientifico), p. 102 (act. 28, 29), p. 113 (act. 65), p. 114 (act. CF: Partecipare a un recruiting day, CF: Redigere una lettera di motivazione), p. 116 (act. 5, 6), p. 118 (act. 16), p. 139 (act. Adesso tocca a te!), p. 141 (act. Adesso tocca a te!), p. 152 (act. CF: Organizzare un itinerario di viaggio in Italia, CF: Descrivere un sito d'interesse), p. 170 (act. CF: Preparare un</p>

		<p>programma culturale per la classe), p. 179 (act. Adesso tocca a te!), p. 189 (act. 66), p. 248 (act. CF: Redigere un manifesto contro il sessismo, p. 266 (act. CF: Realizzare un progetto per una mostra sul tema dell'identità, CF: Raccontare una storia di integrazione), p. 266 (act. CF: Realizzare un progetto per una mostra sul tema dell'identità, CF: Raccontare una storia di integrazione), p. 276 (act. 31), p. 286 (act. CF: Partecipare a una riunione di un'associazione di consumatori, CF: Redigere un testo argomentativo su pro e contro dell'era 2.0), p. 289 (act. Adesso tocca a te!), p. 304 (act. CF: Elaborare un "Lo sapevi che...?" su mentalità e comportamenti green), 362 (act. CF: Creare uno spot per trasmettere dei modelli sociali realistici, CF: Scrivere una poesia)</p>
<p>WL.K12.IL.3.8</p>	<p>Initiate, engage, and exchange basic information to solve a problem.</p>	<p>p. 23 (act. 9, 10, 11, Adesso tocca a te!), p. 24 (act. 14), p. 25 (act. 16, 17, 18, 19), p. 27 (act. 26, 27, 30), p. 28 (act. 32), p. 30 (act. 38-43), p. 31 (act. 44-47), p. 34 (act. 48-53), p. 35 (act. 54-56), p. 37 (act. 61), p. 38 (act. Preparare un test di personalità per l'insegnante), p. 40 (act. 6, 7, 8), p. 41 (act. 9, 10, 11, 12, Adesso tocca a te!), p. 43 (act. 16, 17), p. 44 (act. 25, 26, 27), p. 45 (act. 32, , 29, 33), p. 46 (act. 39, 40), p. 48 (act. 41-44), p. 49 (act. 45-48), p. 51 (act. 49-51), p. 52 (act. 52-58), p. 57 (act. Approfondimenti, fase 2), p. 59 (act. 3), p. 61 (act. 12, 13, Adesso tocca a te!), p. 62 (act. 17), p. 63 (act. 19, 20, 21), p. 65 (act. 25, 26, 28, 31), p. 66 (act. 35-37), p. 68 (act.38-42), p. 69 (act. 43-46), p. 72 (act. 47-52), p. 75 (act. 58), 76 (act. CF: Presentare un progetto di recupero di uno spazio in disuso, CF: Creare un oggetto con materiale riciclato), p. 79 (act. 7, 8, 9, 10, Adesso tocca a te!), p. 81 (act. 15, 16, 18, 19, Adesso tocca a te!), p. 83 (act. 24, 25, 28, Adesso tocca a te!), p. 86 (act. 38-42), p. 87 (act. 43-45), p. 89 (act. 46, 47), p. 90 (act. 48-53), p. 93 (act. 61), p. 95 (act. Approfondimenti, fase 2, 3), p. 98 (act. 4, 7), p. 99 (act. 9, 10, 11, 12, 13, 14, Adesso tocca a te!), p. 100 (act. 17, 19, 20), p. 101 (act. 24, 26, 27, Adesso tocca a te!), p. 102 (act. 30, 32, 33), p. 104 (act. 41), p. 106 (act. 42-47), p. 107 (act. 48-52), p. 109 (act. 53-56), p. 110 (act. 57-61),</p>

		<p>p. 113 (act., 67, 68), p. 114 (act. CF: Partecipare a un recruiting day, CF: Redigere una lettera di motivazione), p. 115 (act. 1, 3), p. 117 (act. 7, 8, 9, 10, 11, 13), p. 119 (act. 20, 21, 22, 23, 24), p. 121 (act. 29, , 31, 32, Adesso tocca a te!), p. 122 (act. 33, 35), p. 124 (act. 38-42), p. 125 (act. 43-46), p. 128 (act. 47-52), p. 131 (act. 58), p. 133 (act. Approfondimenti fase 1-4), p. 151 (act. 56, 57), p. 157 (act. 17), p. 159 (act. 25), p. 171 (act. Approfondimenti fase 1-3), p. 176 (act. 14),), p. 177 (act. 18), p. 178 (act. 24), p. 179 (act. 25, 28), p. 191 (act. Approfondimenti, fase 1-4), p. 199 (act. 27), p. 214 (act. 14), p. 234 (act. 14), p. 235 (act. 19), p. 236 (act. 24), p. 247 (act. 60), p. 266 (act. CF: Realizzare un progetto per una mostra sul tema dell'identità), p. 267 (act. Approfondimenti, fase 1-4), p. 270 (act. 5), p. 271 (act. 10), p. 272 (act. 14),, p. 285 (act. 60), p. 286 (act. CF: Partecipare a una riunione di un'associazione di consumatori), p. 289 (act. Adesso tocca a te!), p. 290 (act. 16, 17), p. 304 (act. CF: Elaborare un "Lo sapevi che...?" su mentalità e comportamenti green), p. 305 (act. Approfondimenti, fase 1-3), p. 311 (act. 18), p. 313 (act. Adesso tocca a te!), p. 314 (act. 28), p. 324 (act. CF: Realizzare un reportage "Sulle tracce di..."), p. 329 (act. 20), p. 343 (act. Approfondimenti, fase 1-4), p. 346 (act. 5), p. 351 (act. Adesso tocca a te!), p. 352 (act. 34, 36), p. 363 (act. Approfondimenti, fase 1-3)</p>
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STANDARD 4: Presentational Speaking:

The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.

Benchmark code	Benchmark	Activities where benchmark is directly addressed in-depth in major tool.
WL.K12.IH.4.1	Present information on familiar topics with clarity and detail using multimedia resources.	p. 210 (act. Organizzare il proprio anno sabbatico), p. 352 (act. 35), p. 362 (act. Creare uno spot per trasmettere dei modelli realistici), p. 267 (act. Approfondimenti, fase 4), p. 361 (act. 64)

<p>WL.K12.IH.4.2</p>	<p>Present viewpoints on an issue and support opinions with clarity and detail.</p>	<p>p. 286 (act. Partecipare a una riunione di un'associazione di consumatori), p. 290 (act. 19), p. 343 (act. Approfondimenti fase 4), p. 351 (act. Adesso tocca a te!), p. 363 (act. Approfondimenti fase 2),), p. 363 (act. Approfondimenti, fase 3)</p>
<p>WL.K12.IH.4.3</p>	<p>Describe personal experiences and interests with clarity and detail.</p>	<p>p. 266 (act. Raccontare una storia di integrazione), p. 323 (act. 59)</p>
<p>WL.K12.IH.4.4</p>	<p>Produce reports and multimedia compositions in order to present a group project.</p>	<p>p. 294 (act. 37), p. 304 (act. Preparare un TED Talk su un'iniziativa sostenibile), p. 313 (act. Adesso tocca a te!), p. 324 (act. Realizzare un reportage "Sulle tracce di..."), p. 362 (act. CF: Creare uno spot per trasmettere dei modelli sociali realistici), p. 363 (act. Approfondimenti, fase 3)</p>
<p>WL.K12.IH.4.5</p>	<p>Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.</p>	<p>p. 119 (act. 23)</p>
<p>WL.K12.IH.4.6</p>	<p>Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.</p>	<p>p. 210 (act. Organizzare il proprio anno sabbatico), p. 304 (act. Elaborare un "Lo sapevi che...?" su mentalità e comportamenti green), p. 324 (act. Realizzare un reportage "Sulle tracce di..."), p. 362 (act. Scrivere una poesia, CF: Creare uno spot per trasmettere dei modelli sociali realistici)</p>
<p>WL.K12.IM.4.1</p>	<p>Produce a simple, factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.</p>	<p>p. 76 (act. CF: Presentare un progetto di recupero di uno spazio in disuso), p. 152 (act. CF: Descrivere un sito d'interesse), p. 191 (act. Approfondimenti fase 4), p. 196 (act. 14), p. 218 (act. 34), p. 248 (act. Creare e sostenere una campagna di sensibilizzazione per il rispetto degli animali), p. 324 (act. Realizzare un reportage "Sulle tracce di...")</p>

WL.K12.IM.4.2	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.	p. 142 (act. 33), p. 199 (act. Adesso tocca a te!), p. 210 (act. Organizzare il proprio anno sabbatico), p. 229 (act. Approfondimenti Fase 4)
WL.K12.IM.4.3	Retell a story or recount an experience with appropriate facts and relevant details.	p. 119 (act. 23)
WL.K12.IM.4.4	Provide supporting evidence using logically connected sentences that include relevant details.	p. 122 (act. 37), p. 171 (act. Approfondimenti, fase 2, 3)
WL.K12.IM.4.5	Retell or summarize a storyline using logically connected sentences with relevant details.	p. 119 (act 23), p. 196 (act. 14), p. 217 (act. Adesso tocca a te!), p. 361 (act. 64)
WL.K12.IM.4.6	Describe, explain, and react to personal experiences using logically connected paragraphs with relevant details.	p. 177 (act. Adesso tocca a te!), p. 191 (act. Approfondimenti fase 3)
WL.K12.IL.4.1	Present information on familiar topics using a series of sentences with sufficient details.	p. 66 (act. 37), p. 101 (act. Adesso tocca a te!), p. 103 (act. Adesso tocca a te!), p. 119 (act. 23), p. 267 (act. Approfondimenti, fase 4)
WL.K12.IL.4.2	Describe people, objects, and situations using a series of sequenced sentences.	p. 66 (act. 36), p. 76 (act. CF: Presentare un progetto di recupero di uno spazio in disuso), p. 94 (act. Proporre un progetto di domotica per la classe), p. 99 (act. Adesso tocca a te!), p. 119 (act. 23), p. 121 (act. Adesso tocca a te!), p. 152 (act. CF: Descrivere un sito d' interesse), p. 171 (act. Approfondimenti, fase 3), p. 199 (act. Adesso tocca a te!)
WL.K12.IL.4.3	Express needs, wants, and plans using a series of sentences that include essential details.	p. 210 (act. CF: Organizzare il proprio anno sabbatico)

WL.K12.II.4.4	Provide a logical sequence of instructions on how to make something or complete a task.	p. 66 (act. 37), p. 175 (act. Adesso tocca a te!)
WL.K12.II.4.5	Present a short skit or play using well-structured sentences.	p. 57 (act. Approfondimenti, fase 3), p. 114 (act. Partecipare a un recruiting day), p. 132 (act. Scrivere un mini poema a più mani), p. 327 (act. Adesso tocca a te!), p. 341 (act. 61), p. 342 (act. CF: Scrivere e rappresentare una scena teatrale)
WL.K12.II.4.6	Describe events in chronological order using connected sentences with relevant details.	p. 122 (act. 37)

STANDARD 5: Presentational Writing:

The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

Benchmark code	Benchmark	Activities where benchmark is directly addressed in-depth in major tool.
WL.K12.IH.5.1	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.	p. 94 (act. CF: Proporre un progetto di domotica per la classe), p. 191 (act. Approfondimenti, fase 4), p. 248 (act. CF: Creare e sostenere una campagna di sensibilizzazione per il rispetto degli animali), p. 279 (act. 44), p. 303 (act. 63), p. 311 (act. 17), p. 363 (act. Approfondimenti, fase 2)
WL.K12.IH.5.2	Describe, in writing, personal experiences and interests with clarity and detail.	p. 329 (act. Adesso tocca a te!), p. 331 (act. Adesso tocca a te!), p. 342 (act. Ideare la striscia di un fumetto per un concorso)
WL.K12.IH.5.3	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.	p. 213 (act. 12), p. 248 (act. CF: Creare e sostenere una campagna di sensibilizzazione per il rispetto degli animali), p. 251 (act. Adesso tocca a te!), p. 266 (act. Realizzare un progetto per una mostra sul tema dell'identità), p. 276 (act. 37), p. 289 (act. Adesso tocca a te!), p. 351 (act. 30), p. 354 (act. 42) p. 361 (act. 63, 64), p. 362 (act. Scrivere una poesia)

WL.K12.IH.5.4	Provide clear and detailed information in writing on academic and work topics with clarity and detail.	p. 213 (act. 12), p. 255 (act. Adesso tocca a te!), p. 285 (act. 62), p. 286 (act. Partecipare a una riunione di una associazione di consumatori), p. 229 (act. Approfondimenti Fase 4), p. 293 (act. Adesso tocca a te!), p. 304 (act. Elaborare un “Lo sapevi che...?” su mentalità e comportamenti green), p. 305 (act. Approfondimenti fase 3), p. 341 (act. 61)
WL.K12.IH.5.5	Describe, in writing, events in chronological order.	p. 324 (act. Raccontare la storia di un ristorante in cui si fondono diverse tradizioni culinarie)
WL.K12.IH.5.6	Write about a story and describe reactions with clarity and detail.	p. 342 (act. Scrivere e rappresentare una scena teatrale), p. 362 (act. Creare uno spot per trasmettere dei modelli realistici)
WL.K12.IH.5.7	Write a short essay or biography using descriptive details and a variety of sentence structure.	p. 324 (act. Realizzare un reportage “Sulle tracce di...”)
WL.K12.IM.5.1	Write narratives on familiar topics using logically connected sentences with supporting details.	p. 121 (act. Adesso tocca a te!), p. 229 (act. Approfondimenti Fase 4), p. 294 (act. 35), p. 303 (act. 63)
WL.K12.IM.5.2	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.	p. 139 (act. Adesso tocca a te!), p. 170 (act. Scrivere la trama commentata di un libro o un film), p. 189 (act. 66), p. 233 (act. Adesso tocca a te!), p. 248 (act. CF: Creare e sostenere una campagna di sensibilizzazione per il rispetto degli animali), p. 363 (act. Approfondimenti, fase 2)
WL.K12.IM.5.3	State an opinion and provide supporting evidence using connected sentences.	p. 55 (act. 68), p. 195 (act. Adesso tocca a te!), p. 197 (act. Adesso tocca a te!), p. 213 (act. 12), p. 248 (act. CF: Creare e sostenere una campagna di sensibilizzazione per il rispetto degli animali), p. 349 (act. 22)
WL.K12.IM.5.4	Conduct research and write a report on a variety of topics using connected detailed paragraphs.	p. 117 (act. 12), p. 169 (act. 62), p. 190 (act. Creare un evento gastronomico dedicato a una regione italiana), p. 210 (act. CF: Proporre una filosofia di vita alternativa), p. 210 (act. Proporre una filosofia di vita alternativa), p. 218 (act. 34), p. 228 (act. Scrivere un articolo di

		opinione su un'opera architettonica contemporanea), p. 229 (act. Approfondimenti Fase 4), p. 248 (act. Redigere un manifesto contro il sessismo), p. 303 (act. 63)
WL.K12.IM.5.5	Draft, edit, and summarize information, concepts, and ideas.	p. 179 (act. Adesso tocca a te!), p. 210 (act. CF: Proporre una filosofia di vita alternativa), p. 218 (act. 34), p. 227 (act. 57), p. 309 (act. Adesso tocca a te!)
WL.K12.IM.5.6	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.	p. 38 (act. CF: Preparare un test di personalità per l'insegnante), p. 152 (act. Organizzare un itinerario di viaggio in Italia), p. 170 (act. Preparare un programma culturale per la classe), p. 228 (act. Fare una proposta per modernizzare una tradizione)
WL.K12.IM.5.7	Write a narrative based on experiences that use descriptive language and details.	p. 152 (act. Descrivere un sito di interesse)
WL.K12.IL.5.1	Write on familiar topics and experiences using main ideas and supporting details.	p. 44 (act. 28), p. 65 (act. Adesso tocca a te!), p. 75 (act. 61)
WL.K12.IL.5.2	Describe a familiar event or situation using a variety of sentences and with supporting details.	p. 45 (act. Adesso tocca a te!), p. 63 (act. Adesso tocca a te!)
WL.K12.IL.5.3	Express and support opinions on familiar topics using a series of sentences.	p. 55 (act. 68), p. 99 (act. Adesso tocca a te!), p. 349 (act. 22)
WL.K12.IL.5.4	Compare and contrast information, concepts, and ideas.	p. 113 (act. 68)
WL.K12.IL.5.5	Develop questions to obtain and clarify information.	p. 38 (act. CF: Preparare un test di personalità per l'insegnante)

<p>WL.K12.IL.5.6</p>	<p>Conduct research and write a detailed plan (e.g., a trip to a country where the target language is spoken).</p>	<p>p. 132 (act. Scrivere la cronistoria di un'epoca importante del proprio Paese), p. 191 (act. Approfondimenti, fase 4)</p>
<p>WL.K12.IL.5.7</p>	<p>Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.</p>	<p>p. 56 (act. Elaborare un volantino per promuovere un'attività fisica, Raccontare la storia di uno/a sportivo/a), p. 57 (act. Approfondimenti, fase 3), p. 76 (act. Creare un progetto con materiale riciclato), p. 95 (act. Approfondimenti, fase 3), p. 104 (act. 41), p. 114 (act. Redigere una lettera di motivazione), p. 117 (act. Adesso tocca a te!), p. 119 (act. Adesso tocca a te!), p. 132 (act. Scrivere un mini poema a più mani), p. 133 (act. Approfondimenti fase 4), p. 191 (act. Approfondimenti, fase 4)</p>

STANDARD 6: Culture:

The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

Benchmark code	Benchmark	Activities where benchmark is directly addressed in-depth in major tool.
<p>WL.K12.IH.6.1</p>	<p>Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.</p>	<p>p. 104 (act. 37, 40), p. 117 (act. 12), p. 154 (act. 6), p. 155 (act. 8), p. 179 (act. 28, !), p. 265 (act. 54), p. 265 (act. 54, 55, 56), p. 274 (act. 20, 23,), p. 293 (act. 30), p. 303 (act. 61), p. 348 (act. 15), p. 349 (act. 18), p. 351 (act. 29)</p>
<p>WL.K12.IH.6.2</p>	<p>Apply language and behaviors that are appropriate to the target culture in an authentic situation.</p>	
<p>WL.K12.IH.6.3</p>	<p>Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)</p>	<p>p. 157 (act. 17), p. 265 (act. 54), p. 122 (act. 33), p. 285 (act. 60), pp. 302-303 (act. 61, 62), p. 308 (act. 5), p. 309 (act. 10, 11), p. 314 (act. 31, 33), p. 323 (act. 57,), p. 331 (act. 32), p. 332 (act. 35, 38), p. 341 (act. 58), p. 343 (act. Approfondimenti fase 2,), p. 361 (act. 60, 64)</p>

<p>WL.K12.IH.6.4</p>	<p>Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).</p>	<p>p. 154 (act. 6), p. 157 (act. 17), p. 169 (act. 62), pp. 302-303 (act. 61, 62), p. 310 (act. 14), p. 313 (act. 24, 27), p. 326 (act. 5), p. 328 (act. 16, 19), p. 330 (act. 26)</p>
<p>WL.K12.IM.6.1</p>	<p>Distinguish patterns of behavior and social interaction in various settings in the target culture(s).</p>	<p>p. 151 (act. 55, 56), p. 155 (act. 8), p. 229 (act. Approfondimenti fase 1, 3), p. 232 (act.19, Adesso tocca a te!), p. 235 (act. 15), p. 274 (act. 20, 23)</p>
<p>WL.K12.IM.6.2</p>	<p>Use practices and characteristics of the target cultures for daily activities among peers and adults.</p>	<p>p. 212 (act. 5)</p>
<p>WL.K12.IM.6.3</p>	<p>Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.</p>	<p>p. 117 (act. 12), p. 140 (act. 21), p. 156 (act. 15), p. 214 (act. 14), p. 216 (act. 24), p. 227 (act. 54, 55), p. 247 (act. 60, 61), p. 361 (act. 63)</p>
<p>WL.K12.IM.6.4</p>	<p>Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).</p>	<p>p. 136 (act. 5), p. 138 (act. 14), p. 189 (act. 63,), p. 215 (act. 19)</p>
<p>WL.K12.IL.6.1</p>	<p>Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one’s own and others’ ways of thinking.</p>	<p>p. 75 (act. 57), p. 98 (act. 4), p. 131 (act. 60), p. 191 (act. Approfondimenti Fase 3), p. 194 (act. 5)</p>

WL.K12.IL.6.2	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.	p. 55 (act. 68), p. 155 (act. 8), p. 174 (act. 5), p. 274 (act. 20, 23)
WL.K12.IL.6.3	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.	p. 37 (act. 58), p. 40 (act. 5), p. 41 (act. 10), p. 55 (act. 64, 65, 68), p. 75 (act. 58,), p. 116 (act. 6), p. 117 (act. 14), p. 118 (act. 17), p. 119 (act. 24), p. 122 (act. 33), p. 157 (act. 17)
WL.K12.IL.6.4	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).	p. 37 (act. 58, 59), p. 60 (act. 5, 7), p. 62 (act. 14, 16), p. 63 (act. 18), p. 64 (act. 23), p. 66 (act. 36, 37), p. 93 (act. 58, 59, 60), p. 113 (act. 65), p. 117 (act. 12, 14), p. 120 (act. 26), p. 131 (act. 57, 58), p. 139 (act. 15), p. 142 (act. 33), p. 158 (act. 24), p. 176 (act. 14), p. 178 (act. 24), p. 179 (act. 28), pp. 208-209 (act. 56, 57), p. 274 (act. 20, 23), pp. 302-303 (act. 61, 62)

STANDARD 7: Connections:

The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.

Benchmark code	Benchmark	Activities where benchmark is directly addressed in-depth in major tool.
WL.K12.IH.7.1	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.	p. 151 (act. 54), p. 160 (act. 32), p. 169 (act. 57), p. 232 (act. 5) p. 250 (act. 5), p. 252 (act.13), p. 253 (act. 14), p. 285 (act. 58, 59), p. 288 (act. 5), p. 294 (act. 33), p. 303 (act. 61), p. 324 (Realizzare un reportage “Sulle tracce di...”), p. 343 (act. Approfondimenti 1-3)
WL.K12.IH.7.2	Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.	p. 250-251 (act. 9), p. 253 (act. 14), p. 265 (act. 57), p. 267 (act. Approfondimenti fase 3), p. 294 (act. 33), p. 308 (act. 5), p. 309 (act. 10, 11), p. 323 (act. 57, 60), p. 324 (act. Realizzare un reportage “Sulle tracce di...”), p. 328 (act. 18), p. 330 (act. 25, 26), p. 352 (act. 31)

<p>WL.K12.IM.7.1</p>	<p>Use expanded vocabulary and structures in the target language to increase content area knowledge.</p>	<p>p. 41 (act. 10), p. 62 (act. 16), p. 64 (act. 22), p. 93 (act. 57), p. 232 (act. 6), p. 142 (act. 33), p. 171 (act. Approfondimenti fase 1-3), p. 178 (act. 24), p. 191 (act. Approfondimenti fase 3), p. 212 (act. 5), p. 214 (act. 14), p. 249 (act. 2), p. 276 (act. 31)</p>
<p>WL.K12.IM.7.2</p>	<p>Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.</p>	<p>p. 40 (act. 4, 5), p. 41 (act. 10), p. 45 (act. 29), p. 55 (act., 67, 68), p. 64 (act. 22), p. 93 (act. 57), p. 95 (act. Approfondimenti Fase 1), p. 151 (act. 55), p. 154 (act. 5, 7), p. 155 (act. 13), p. 156 (act. 14, 15), p. 169 (act. 60, 62), p. 178 (act. 23), p. 179 (act. 25), p. 214 (act. 13), p. 229 (act. Approfondimenti fase 1-3), p. 249 (act. 1, 2), p. 276 (act. 31), p. 285 (act. 58, 59), p. 290 (act. 14, 19), p. 294 (act. 33), p. 303 (act. 60), p. 343 (act. Approfondimenti 1-3), p. 352 (act. 31)</p>
<p>WL.K12.IL.7.1</p>	<p>Access information in the target language to reinforce previously acquired content area knowledge.</p>	<p>p. 37 (act. 59), p. 40 (act. 4), p. 42 (act. 15), p. 55 (act., 66, 67), p. 57 (act. Approfondimenti, fase 1), p. 60 (act. 5, 6, 7), p. 65 (act. Adesso tocca a te!), p. 66 (act. 36), p. 75 (act. 56, 59, 60, 61), p. 80 (act. 13, 14), p. 93 (act. 57-60), p. 95 (act. Approfondimenti Fase 1-2), p. 100 (act. 16), p. 102 (act. 29), p. 113 (act. 65, 66), p. 116 (act. 4), p. 119 (act. 23), p. 120 (act. 25), p.122 (act. 33, 37), p. 131 (act. 56), p. 138 (act. 14), p. 141 (act. 21), p. 151 (act. 56), p. 152 (act. CF Organizzare un itinerario di viaggio in Italia, CF Descrivere un sito d'interesse), p. 189 (act. 63), p. 247 (act. 60), p. 174 (act. 5), p. 194 (act. 5), p. 198 (act. 23)</p>
<p>WL.K12.IL.7.2</p>	<p>Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.</p>	<p>p. 37 (act. 58), p. 46 (act. 37), p. 63 (act. 18), p. 75 (act. 57, 58, 59), pp. 92-93 (act. 58, 59, 60), p. 98 (act. 4), p. 104 (act. 37), p. 116 (act. 6), p. 117 (act. 12, 14), p. 118 (act. 17), p. 119 (act. 24), p. 120 (act. 26),p.122 (act. 33, 37), p. 131 (act. 57, 58), p. 151 (act. 54), p. 179 (act. 28)</p>

STANDARD 8: Comparisons: The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.		
Benchmark code	Benchmark	Activities where benchmark is directly addressed in-depth in major tool.
WL.K12.IH.8.1	Compare similarities and differences between the target language and your own language.	p. 253 (act. Adesso tocca a te!), p. 254 (act. 21), 255 (act. Adesso tocca a te!), p. 273 (act. 17), p. 274 (act. 21, 26), p. 314 (act. 31, 33)
WL.K12.IH.8.2	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.	p. 120 (act. 27), p. 259 (act. 40), p. 279 (act. 46), p. 297 (act. 47), p. 317 (act. 45, 46), p. 326 (act. 7), p. 335 (act. 48), p. 347 (act. 9, 10, 11), p. 355 (act. 47)
WL.K12.IH.8.3	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.	p. 194 (act. 6), p. 265 (act. 57), p. 267 (act. Approfondimenti fase 3), p. 289 (act. 13), p. 303 (act. 60), p. 309 (act. Adesso tocca a te!), p. 310 (act. 13), p. 328 (act. 18), p. 348 (act. 14)
WL.K12.IM.8.1	Compare language structures and skills that transfer from one language to another.	p. 157 (act. 21, 22), p. 159 (act. 26, 28), p. 195 (act. 9), p. 197 (act. 21), p. 199 (act. 26)
WL.K12.IM.8.2	Compare and contrast structural patterns in the target language and own.	p. 63 (act. Adesso tocca a te!), p. 141 (act. 26), p. 145 (act. 41), p. 154 (act. 6), p. 163 (act. 44, 45), p. 179 (act. 30), p. 183 (act. 46), p. 221 (act. 43), p. 241 (act. 44)
WL.K12.IM.8.3	Compare and contrast the geography and history of countries of the target language, and discuss their impact on own culture.	p. 132 (act. CF: Scrivere la cronistoria di un'epoca importante del proprio Paese), p. 189 (act. 62, 64), p. 213 (act. 8, 9), p. 235 (act. 15), p. 238 (act. 32), p. 253 (act. Adesso tocca a te!)

WL.K12.IL.8.1	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.	p. 45 (act. 32), p. 61 (act. 13), p. 79 (act. 8), p. 83 (act. 29), p. 98 (act. 4), p. 117 (act. 10), p. 215 (act. 20)
WL.K12.IL.8.2	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.	p. 25 (act. 17), p. 31 (act. 45), p. 41 (act. 9), p. 45 (act. 30), p. 49 (act. 48), p. 61 (act. 11), p. 69 (act. 46), p. 87 (act. 45), p. 98 (act. 7), p. 100 (act. 19), p. 107 (act. 51, 52), p. 125 (act. 46)
WL.K12.IL.8.3	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.	p. 37 (act. 60), p. 63 (act. 21), p. 75 (act. 61), p. 113 (act. 68), p. 122 (act. 37), p. 131 (act. 60)

STANDARD 9: Communities:

The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.

Benchmark code	Benchmark	Activities where benchmark is directly addressed in-depth in major tool.
WL.K12.IH.9.1	Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.	p. 171 (act. Approfondimenti Fase 1-3), p. 213 (act. Adesso tocca a te!) p. 228 (act. CF: Fare una proposta per modernizzare una tradizione, CF: Scrivere un articolo di opinione su un'opera architettonica contemporanea), p. 237 (act. 27,), p. 238 (act. 33), p. 248 (act. CF: Redigere un manifesto contro il sessismo, CF: Creare e sostenere una campagna di sensibilizzazione per il rispetto degli animali), p. 267 (act. Approfondimenti fase 1-4), p. 271 (act. Adesso tocca a te!), p. 286 (act. CF: Partecipare a una riunione di un'associazione di consumatori, CF: Redigere un testo argomentativo su pro e contro dell'era 2.0),), Redigere un testo argomentativo su pro e contro dell'era 2.0), p. 290 (act. 19), p. 304 (act. Elaborare un "Lo sapevi che...?" su mentalità e comportamenti green, Preparare un

		TED Talk su un'iniziativa sostenibile), p. 305 (act. Approfondimenti fase 1-3), p. 326 (act. 4), p. 328 (act. 15), p. 362 (act. Creare uno spot per trasmettere dei modelli realistici)
WL.K12.IH.9.2	Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor, or engaging in an online discussion on a community issue).	p. 94 (act. CF: Proporre un progetto di domotica per la classe, CF: Redigere una notizia di argomento scientifico), p. 152 (act. CF: Organizzare un itinerario di viaggio in Italia, CF: Descrivere un sito d'interesse), p. 159 (act. 31, Adesso tocca a te!), p. 190 (act. CF: Creare un evento gastronomico dedicato a una regione italiana), p. 213 (act. Adesso tocca a te!) p. 237 (act. 27,), p. 238 (act. 33), p. 248 (act. CF: Redigere un manifesto contro il sessismo, CF: Creare e sostenere una campagna di sensibilizzazione per il rispetto degli animali), p. 265 (act. 56), p. 266 (act. CF: Realizzare un progetto per una mostra sul tema dell'identità, CF: Raccontare una storia di integrazione), p. 273 (act. 18, Adesso tocca a te!), p. 285 (act. 62), p. 286 (act. CF: Partecipare a una riunione di un'associazione di consumatori, CF: Redigere un testo argomentativo su pro e contro dell'era 2.0), p. 289 (act. 10, Adesso tocca a e!), p. 324 (act. CF: Raccontare la storia di un ristorante in cui si fondono diverse tradizioni culinarie, CF: Realizzare un reportage "Sulle tracce di..."), p. 326 (act. 4), p. 328 (act. 15), p. 329 (act. Adesso tocca a te!), p. 330 (act. 25), p. 331 (act. Adesso tocca a te!), p. 351 (act. 30), p. 362 (act. Scrivere una poesia), p. 363 (act. Approfondimenti, fase 1-3)
WL.K12.IM.9.1	Use expanded vocabulary and structures in the target language to access different media and community resources.	p. 94 (act. CF: Proporre un progetto di domotica per la classe, CF: Redigere una notizia di argomento scientifico), p. 103 (act. Adesso tocca a te!), p. 133 (act. Approfondimenti fase 1-4), p. 159 (act. 31), p. 160 (act. 32), p. 170 (act. CF: Preparare un programma culturale per la classe), p. 190 (act. CF: Creare un evento gastronomico dedicato a una regione italiana), p. 253 (act. Adesso tocca a te!), p. 266 (act. CF: Realizzare un progetto per una mostra sul tema dell'identità, CF: Raccontare una storia di integrazione), p. 285 (act. 62), p. 324 (act. CF: Raccontare la storia di un ristorante in cui si fondono diverse tradizioni culinarie, CF:

		Realizzare un reportage “Sulle tracce di...”), p. 342 (act. CF: Scrivere e rappresentare una scena teatrale), p. 332 (act. 38, 39), p. 343 (act. Approfondimenti 1-4), p. 363 (act. Approfondimenti, fase 1-3)
WL.K12.IM.9.2	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.	p. 103 (act. Adesso tocca a te!), p. 170 (act. CF: Preparare un programma culturale per la classe), p. 179 (act. Adesso tocca a te!) p. 197 (act. 19), p. 200 (act. 35), p. 229 (act. Approfondimenti fase 1-4), p. 235 (act. Adesso tocca a te!)
WL.K12.IL.9.1	Use the target language to participate in different activities for personal enjoyment and enrichment.	p. 38 (act. CF: Preparare un test di personalità per l’insegnante, CF: Elaborare una playlist per un momento della giornata), p. 56 (act. CF: Elaborare un volantino per promuovere un’attività fisica), p. 57 (act. Approfondimenti fase 1-3), p. 76 (act. CF: Presentare un progetto di recupero), p. 94 (act. CF: Proporre un progetto di domotica per la classe), p. 152 (act. CF: Organizzare un itinerario di viaggio in Italia, CF: Descrivere un sito d’ interesse), p. 159 (act. 31, Adesso tocca a te!), p. 160 (act. 32), p. 170 (act. CF: Preparare un programma culturale per la classe, CF: Scrivere la trama commentata di un libro o di un film), p. 179 (act. Adesso tocca a te!) p. 210 (act. CF: Organizzare il proprio anno sabbatico, CF: Proporre una filosofia di vita alternativa), p. 215 (act. Adesso tocca a te!), p. 253 (act. Adesso tocca a te!), p. 256 (act. 30), p. 285 (act. 62), p. 326 (act. 4), p. 328 (act. 15), p. 332 (act. 39), p. 342 (act. CF: Scrivere e rappresentare una scena teatrale, CF: Ideare la striscia di un fumetto per un concorso)
WL.K12.IL.9.2	Communicate with people locally and/or around the world, through e-mail, video, online communities and/or face-to face encounters.	p. 114 (act. Redigere una lettera di motivazione), p. 256 (act. 30)

MATH, ELA, and ELL benchmarks		
Benchmark code	Benchmark	Activities where benchmark is directly addressed in-depth in major tool.
MA.K12.MTR.1.1	Actively participate in effortful learning both individually and collectively.	p. 252 (act. 13), p. 253 (act. 14)
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways.	
MA.K12.MTR.3.1	Complete tasks with mathematical fluency.	p. 252 (act. 13), p. 253 (act. 14)
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others.	p. 253 (act. 14)
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts.	p. 252 (act. 13)
MA.K12.MTR.6.1	Assess the reasonableness of solutions.	
MA.K12.MTR.7.1	Apply mathematics to real-world contexts.	p. 252 (act. 13)
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	p. 363 (act. Approfondimenti fase 2)
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	p. 254 (act. 22), pp. 264-265 (act. 54), pp. 284-285 (act. 59, 60, 61), p. 293 (act. 30), p. 331 (act. 30)
ELA.K12.EE.3.1	Make inferences to support comprehension.	p. 209 (act. 59), p. 235 (act. 16), p. 326 (act. 7), p. 330 (act. 28), p. 348 (act. 16), p. 361 (act. 60)

<p>ELA.K12.EE.4.1</p>	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p>	<p>p. 23 (act. 11), p. 40 (act. 6), p. 45 (act. 29), p. 84 (act. 35), p. 100 (act. 21), p. 137 (act. 10), p. 139 (act. 19), p. 157 (act. 17), p. 179 (act. 28), p. 215 (act. 21), p. 237 (act. 28), p. 253 (act. 14), p. 267 (act. Approfondimenti, fase 2), p. 272 (act. 14), p. 273 (act. 19), p. 290 (act. 17), p. 305 (act. Approfondimenti, fase 1), p. 343 (act. Approfondimenti, fase 3), p. 349 (act. 23)</p>
<p>ELA.K12.EE.5.1</p>	<p>Use the accepted rules governing a specific format to create quality work.</p>	<p>p. 56 (act. Elaborare un volantino per promuovere un'attività fisica), p. 304 (act. Preparare un TED Talk su un'iniziativa sostenibile), p. 342 (act. Scrivere e rappresentare una scena teatrale, Ideare la striscia di un fumetto per un concorso), p. 362 (act. Scrivere una poesia)</p>
<p>ELA.K12.EE.6.1</p>	<p>Use appropriate voice and tone when speaking or writing.</p>	<p>p. 132 (act. Scrivere un mini poema a più mani), p. 327 (act. Adesso tocca a te!)</p>
<p>ELD.K12.ELL.SI.1</p>	<p>English language learners communicate for social and instructional purposes within the school setting.</p>	<p>p. 25 (act. 17), p. 94 (act. Proporre un progetto di domotica per la classe), p. 100 (act. 19), p. 120 (act. 27), p. 141 (act. 26), p. 154 (act. 6), p. 170 (act. Preparare un programma culturale per la classe), p. 179 (act. 30), p. 199 (act. Adesso tocca a te!), p. 241 (act. 44), p. 255 (act. 24), p. 274 (act. 21)</p>