

# Instructional Material Program: DAVVERO 1

2011 Florida Next Generation World Languages Standards

**COURSE TITLE(S):** Italian 1

**COURSE CODE(S):** 0705320

<b>STANDARD 1: Interpretive Listening:</b> 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.NH.1.1	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.	p. 38 (act. 31, 32), p. 39 (act. 33), p. 62 (act. 28, 29), p. 63 (act. 30), p. 86 (act. 26, 27), p. 87 (act. 28), p. 110 (act. 31, 32), p. 111 (act. 33, 34), p. 119 (act. 55, 56), p. 127 (act. 10, 11), p. 135 (act. 29), p. 136 (act. 30, 31), p. 160 (act. 28, 29, 30), p. 177 (act. 9), p. 186 (act. 27), p. 187 (act. 30), p. 195 (act. 50), p. 197 (act. 54), p. 210 (act. 33, 34), p. 225 (act. 10, 11), p. 232 (act. 30, 31), p. 253 (act. 23), p. 255 (act. 32), p. 256 (act. 34, 35), p. 257 (act. 36), p. 280 (act. 28-30), p. 302 (act. 27, 28), p. 303 (act. 30), p. 319 (act. 19), p. 324 (act. 33, 34), p. 329 (act. 44-46), p. 335 (act. 57), p. 339 (act. 6), 346 (act. 28, 29)
WL.K12.NH.1.2	Demonstrate understanding of short conversations in familiar contexts.	p. 24 (act. 11), p. 38 (act. 31, 32), p. 39 (act. 33), p. 47 (act. 57), p. 61 (act. 26), p. 78 (act. 8), p. 84 (act. 23), p. 86 (act. 26, 27), p. 103 (act. 12), p. 105 (act. 20), p. 110 (act. 31, 32), 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. 160 (act. 28, 29, 30), p. 191 (act. 40-42), p. 195 (act. 50), p. 202 (act. 10, 11), p. 209 (act. 30), p. 215 (act. 45-47), p. 219 (act. 56), p. 221 (act. 59), p. 237 (act. 43-45), p. 241 (act. 54), p. 249 (act. 11), p. 261 (act. 46, 47), p. 272 (act. 10), p. 275 (act. 19, 20), p. 279 (act. 26), p. 285 (act. 40-42), p. 289 (act. 49), p. 291 (act. 52), p. 295 (act. 8), p. 299 (act. 19, 20), p. 321 (act. 23, 24), p. 341 (act. 15), p. p. 351 (act. 40-42), p. 355 (act. 49), p. 357

		(act. 52), p. 361 (act. 11), p. 365 (act. 19), p. 368 (act. 32, 33), p. 373 (act. 45-47), p. 377 (act. 54), p. 379 (act. 58), p. 385 (act. 23), p. 388 (act. 36), p. 389 (act. 37), p. 390 (act. 41, 42), p. 395 (act. 53-55), p. 399 (act. 54), p. 401 (act. 69)
<b>WL.K12.NH.1.3</b>	Demonstrate understanding of short, simple messages and announcements on familiar topics.	p. 23 (act. 7), p. 37 (act. 28), p. 49 (act. 59), p. 54 (act. 11), p. 67 (act. 40-43), p. 84 (act. 23), p. 115 (act. 44-46), p. 157 (act. 17), p. 159 (act. 26), p. 165 (act. 41-43), p. 169 (act. 50), p. 177 (act. 9), p. 185 (act. 26), p. 186 (act. 27), p. 227 (act. 16), p. 231 (act. 28)
<b>WL.K12.NH.1.4</b>	Demonstrate understanding of key points on familiar topics presented through a variety of media.	p. 38 (act. 31, 32), p. 62 (act. 28, 29), p. 63 (act. 30), p. 86 (act. 26, 27), p. 110 (act. 31, 32), p. 111 (act. 34), p. 136 (act. 30, 31), p. 160 (act. 28, 29, 30), p. 186 (act. 27, 28), p. 210 (act. 33, 34), p. 232 (act. 30, 31), p. 256 (act. 34, 35), p. 257 (act. 36), p. 302 (act. 27, 28), 346 (act. 28, 29)
<b>WL.K12.NH.1.5</b>	Demonstrate understanding of simple stories or narratives.	p. 61 (act. 26), p. 136 (act. 30, 31), p. 157 (act. 19)
<b>WL.K12.NH.1.6</b>	Follow directions or instructions to complete a task when expressed in short conversations.	
<b>WL.K12.NM.1.1</b>	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences through gestures, drawings, pictures, and actions.	p. 34 (act. 18), p. 38 (act. 31, 32), p. 39 (act. 33), p. 61 (act. 26), p. 62 (act. 28), p. 63 (act. 30), p. 84 (act. 23), p. 86 (act. 26, 27), p. 87 (act. 28), p. 105 (act. 20), p. 110 (act. 31, 32), p. 121 (act. 58), p. 133 (act. 26), p. 135 (act. 29), p. 136 (act. 30, 31), p. 157 (act. 19), p. 186 (act. 28), p. 202 (act. 10, 11), p. 280 (act. 28-30), p. 296 (act. 13), p. 303 (act. 30), 346 (act. 28, 29)

<b>WL.K12.NM.1.2</b>	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.	p. 26 (act. 14-17), p. 32 (act. 12, 13), p. 37 (act. 28), p. 38 (act. 31, 32), p. 39 (act. 33), p. 47 (act. 57), p. 67 (act. 40-43), p. 78 (act. 8), p. 91 (act. 39, 40, 41), p. 110 (act. 31, 32), p. 133 (act. 26), p. 141 (act. 42-44)
<b>WL.K12.NM.1.3</b>	Demonstrate understanding of basic words and phrases in simple messages and announcements in familiar settings.	p. 25 (act. 13), p. 34 (act. 18), p. 38 (act. 31, 32), p. 49 (act. 59), p. 54 (act. 11), p. 71 (act. 51), p. 84 (act. 23), p. 115 (act. 44-46), p. 119 (act. 55, 56), p. 127 (act. 10, 11), p. 135 (act. 29), p. 136 (act. 30, 31), p. 137 (act. 32), p. 157 (act. 17), p. 159 (act. 26), p. 160 (act. 28, 29, 30), p. 165 (act. 41-43), p. 169 (act. 50), p. 177 (act. 9), p. 185 (act. 26), p. 186 (act. 27), p. 187 (act. 30), p. 209 (act. 30), p. 210 (act. 33, 34), p. 219 (act. 56), p. 221 (act. 59), p. 227 (act. 16), p. 231 (act. 28), p. 249 (act. 11), p. 253 (act. 23), p. 255 (act. 32), p. 256 (act. 34, 35), p. 257 (act. 36), p. 272 (act. 10), p. 275 (act. 19, 20), p. 279 (act. 26), p. 289 (act. 49), p. 291 (act. 52), p. 295 (act. 8), p. 299 (act. 19, 20), p. 302 (act. 27, 28)
<b>WL.K12.NM.1.4</b>	Demonstrate understanding of simple information supported by visuals through a variety of media.	p. 26 (act. 14-17), p. 38 (act. 31, 32), p. 39 (act. 33), p. 62 (act. 28, 29), p. 63 (act. 30), p. 86 (act. 26, 27), p. 110 (act. 31, 32), p. 111 (act. 33, 34), p. 136 (act. 30, 31), p. 160 (act. 28, 29, 30), p. 186 (act. 27, 28), p. 187 (act. 30), p. 232 (act. 30, 31), p. 256 (act. 34, 35), p. 257 (act. 36), p. 302 (act. 27, 28), 346 (act. 28, 29)
<b>WL.K12.NM.1.5</b>	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.	
<b>WL.K12.NM.1.6</b>	Follow short, simple directions.	p. 147 (act. 54, 56)

**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.

Benchmark code	Benchmark	Activities where benchmark is directly addressed in-depth in major tool.
WL.K12.NH.2.1	Determine the main idea from simple texts that contain familiar vocabulary used in context.	p. 24 (act. 9), p. 30 (act. 4), p. 49 (act. 58), p. 51 (act. 1, 2), p. 52 (act. 4), p. 57 (act. 17), p. 58 (act. 21), p. 60 (act. 25), p. 77 (act. 6), p. 79 (act. 10), p. 97 (act. 51), p. 101 (act. 7), p. 104 (act. 15), p. 106 (act. 23), p. 125 (act. 6), p. 130 (act. 17), p. 132 (act. 23), p. 150 (act. 4), p. 151 (act. 7), p. 152 (act. 8), p. 154 (act. 12), p. 155 (act. 13), p. 158 (act. 20), p. 171 (act. 52), p. 175 (act. 5), p. 178 (act. 10), p. 180 (act. 15), p. 183 (act. 21), p. 184 (act. 23), p. 197 (act. 51, 54), p. 201 (act. 6), p. 204 (act. 14), p. 205 (act. 20), p. 206 (act. 24), p. 208 (act. 28), p. 221 (act. 57), p. 224 (act. 6, 7), p. 225 (act. 12), p. 228 (act. 18), p. 230 (act. 23), p. 243 (act. 55, 56), p. 247 (act. 6, 7), p. 251 (act. 16), p. 253 (act. 22), p. 254 (act. 25), p. 255 (act. 29), p. 267 (act. 57, 58), p. 269 (act. 1, 2, 3), p. 271 (act. 5), p. 274 (act. 14), pp. 276-277 (act. 22), p. 278 (act. 23), p. 294 (act. 5), p. 296 (act. 12), p. 298 (act. 18), p. 300 (act. 23), p. 301 (act. 26), p. 313 (act. 52), p. 316 (act. 5), p. 317 (act. 7), p. 318 (act. 13, 14), p. 322 (act. 27), p. 335 (act. 56), p. 338 (act. 4), p. 339 (act. 6, 10), p. 340 (act. 12), p. 342 (act. 18), p. 344 (act. 24), p. 357 (act. 51), p. p. 360 (act. 5), p. 361 (act. 9), p. 363 (act. 14), p. 367 (act. 27, 31), p. 369 (act. 35, 36), p. 376 (act. 51), p. 377 (act. 52, 53), p. 379 (act. 56), p. 382 (act. 4, 6, 7), p. 383 (act. 9, 12, 15), p. 384 (act. 16-19), p. 385 (act. 21, 22), p. p. 387 (act. 29), p. 388 (act. 32), p. 389 (act. 38, 39), p. 399 (act. 52), p. 401 (act. 67)
WL.K12.NH.2.2	Identify the elements of story such as setting, theme, and characters.	p. 106 (act. 23)
WL.K12.NH.2.3	Demonstrate understanding of signs and notices in public places.	p. 24 (act. 8), p. 227 (act. 15)

<b>WL.K12.NH.2.4</b>	Identify key, detailed information needed to fill out forms.	p. 33 (act. 15), p. 34 (act. 18), p. 37 (act. 27), p. 52 (act. 5), p. 54 (act. 7), p. 55 (act. 12), p. 57 (act. 18), p. 60 (act. 25), p. 78 (act. 9), p. 84 (act. 23), p. 104 (act. 16, 17), p. 108 (act. 29), p. 128 (act. 12), p. 130 (act. 18), p. 131 (act. 20, 21), p. 171 (act. 53), p. 207 (act. 25), p. 208 (act. 29), p. 247 (act. 7), p. 278 (act. 23), p. 291 (act. 51, 53), p. 297 (act. 14, 15), p. 300 (act. 24), p. 366 (act. 23)
<b>WL.K12.NM.2.1</b>	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.	p. 21 (act. 1, 2), p. 22 (act. 4), p. 23 (act. 6), p. 24 (act. 8), p. 25 (act. 12), p. 29 (act. 1, 2), p. 30 (act. 4, 7, 8), p. 36 (act. 21, 22, 23), p. 49 (act. 58), p. 51 (act. 1, 2), p. 56 (act. 14), p. 57 (act. 17), p. 58 (act. 20), p. 59 (act. 22, 23), p. 75 (act. 1, 2), p. 76 (act. 4), p. 77 (act. 6), p. 80 (act. 12, 13), p. 81 (act. 15), p. 82 (act. 18), p. 97 (act. 51), p. 99 (act. 1, 2), p. 100 (act. 4, 6), p. 106 (act. 23), p. 123 (act. 1, 2), p. 124 (act. 4), p. 126 (act. 9), p. 128 (act. 12), p. 129 (act. 13), p. 134 (act. 28), p. 147 (act. 52, 53, 55, 56), p. 149 (act. 3), p. 151 (act. 7), p. 173 (act. 1, 2), p. 174 (act. 4), p. 175 (act. 5), p. 178 (act. 10), p. 182 (act. 19, 20), p. 184 (act. 23), p. 199 (act. 1, 2), p. 200 (act. 3, 4), p. 201 (act. 6), p. 204 (act. 14), p. 208 (act. 28), p. 211 (act. 36), p. 221 (act. 57), p. 223 (act. 1, 2), p. 226 (act. 13), p. 228 (act. 18), p. 243 (act. 55, 56), p. 245 (act. 1), p. 246 (act. 5), p. 247 (act. 6, 7), p. 249 (act. 12), p. 251 (act. 16), p. 253 (act. 22), p. 254 (act. 25), p. 255 (act. 29), p. 267 (act. 57, 58), p. 269 (act. 1, 2, 3), p. 270 (act. 4), p. 271 (act. 5, 6), pp. 276-277 (act. 22), p. 288 (act. 4, 5), p. 301 (act. 26), p. 303 (act. 30), p. 313 (act. 52), p. 315 (act. 1, 2), p. 320 (act. 21, 22), p. 337 (act. 1, 2), p. 338 (act. 4), 359 (act. 1,2), p. 366 (act. 22), p. 381 (act. 1, 2), 386 (act. 26, 27)
<b>WL.K12.NM.2.2</b>	Demonstrate understanding of short, simple literary stories.	p. 152 (act. 8), p. 154 (act. 12), p. 208 (act. 28)
<b>WL.K12.NM.2.3</b>	Demonstrate understanding of simple written announcements with prompting	p. 37 (act. 27), p. 158 (act. 20), p. 183 (act. 22), p. 227 (act. 15), p. 300 (act. 23, 24)

	and support.	
<b>WL.K12.NM.2.4</b>	Recognize words and phrases when used in context on familiar topics.	p. 22 (act. 4), p. 23 (act. 6), p. 24 (act. 8, 9), p. 30 (act. 4), p. 31 (act. 9), p. 32 (act. 12, 14), p. 34 (act. 18), p. 36 (act. 21, 22), p. 37 (act. 29), p. 39 (act. 34, 35), p. 52 (act. 4, 5), p. 56 (act. 14), p. 58 (act. 21), p. 60 (act. 25), p. 77 (act. 6), p. 81 (act. 14, 15), p. 82 (act. 18), p. 83 (act. 21), p. 84 (act. 23), p. 97 (act. 51), p. 101 (act. 8), p. 102 (act. 9, 10, 11), p. 104 (act. 16, 17), p. 105 (act. 18), p. 106 (act. 23), p. 107 (act. 25, 26), p. 108 (act. 29), p. 119 (act. 55, 56), p. 126 (act. 7-9), p. 129 (act. 14), p. 130 (act. 18), p. 131 (act. 20, 21), p. 132 (act. 23), p. 133 (act. 24), p. 140 (act. 36-41), p. 145 (act. 49, 50), p. 147 (act. 52, 53, 54, 56), p. 150 (act. 4, 5), p. 152 (act. 8), p. 153 (act. 9, 10), p. 154 (act. 12), p. 155 (act. 13), p. 158 (act. 21, 22), p. 159 (act. 23, 24), p. 175 (act. 5), p. 176 (act. 6, 7), p. 179 (act. 11-13), p. 180 (act. 15), p. 181 (act. 16, 17), p. 185 (act. 24, 25), p. 197 (act. 52), p. 201 (act. 7), p. 202 (act. 9), p. 204 (act. 15, 16), p. 205 (act. 21, 22), p. 207 (act. 25), p. 208 (act. 29), p. 224 (act. 8), p. 225 (act. 12), p. 230 (act. 23), p. 233 (act. 34), p. 251 (act. 17), p. 271 (act. 6), p. 272 (act. 7, 8), p. 288 (act. 44), p. 293 (act. 1, 3), p. 294 (act. 5), p. 297 (act. 14, 15), p. 301 (act. 26), p. 317 (act. 7), p. 322 (act. 28), p. 339 (act. 10), p. 340 (act. 12), 359 (act. 1,2)
<b>STANDARD 3: Interpersonal Communication:</b> 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.
<b>WL.K12.NH.3.1</b>	Engage in short social interactions using phrases and simple sentences.	p. 31 (act. Adesso tocca a te!), p. 32 (act. 14), p. 39 (act. 36), p. 46 (act. 50, 51), p. 47 (act. 55, 56, 57), p. 55 (act. Adesso tocca a te!), p. 63 (act. 31), p. 76 (act. 5), p. 79 (act. 11, Adesso tocca a te!), p. 81 (act. Adesso tocca a te!), p. 83 (act. 19, 20), p. 84 (act. 23), p. 95 (act. 48, 49, 50), p. 97 (act. 51-54), p. 100 (act. 4, 5, 6), p. 101 (act. 7), p. 105 (act. 19, 22, Adesso tocca a te!), p. 108 (act. 28, 29), p. 111 (act. 35, 36), p. 114 (act. 37-43), p. 118 (act. 47-51), p. 119 (act. 52-54), p. 122 (act. CF Fare la lista delle cose che vi rendono felici la Domenica, CF Preparare un test per un compagno e decidere che tipo di vita fa), p.

		<p>124 (act. 4, 5), p. 127 (act. Adesso tocca a te!), p. 134 (act. 28), p. 145 (act. 49-51), p. 152 (act. 8), p. 153 (act. 11, Adesso tocca a te!), p. 157 (act. 18, 19), p. 158 (act. 20), p. 159 (act. 27), p. 161 (act. 32-34), p. 164 (act. 35-40), p. 172 (act. CF Intervistare un compagno e scrivere il suo CV del 2035), p. 173 (act. 1, 3), p. 175 (act. 5), p. 187 (act. 31), p. 190 (act. 33-39), p. 191 (act. 40-42), p. 194 (act. 43-47), p. 195 (act. 48-50), p. 197 (act. 57), p. 202 (act. 10), p. 203 (act. 12, 13, Adesso tocca a te!), p. 204 (act. 18), p. 205 (act. 19, 23, Adesso tocca a te!), p. 209 (act. 32), p. 211 (act. 35, 36, 37), p. 214 (act. 38-44), p. 215 (act. 45-47), p. 218 (act. 48-52), p. 219 (act. 53-56), p. 221 (act. 57, 58, 60, 61), p. 224 (act. 5, 6), p. 232 (act. 32), p. 233 (act. 33, 35), p. 236 (act. 36-42), p. 237 (act. 44), p. 241 (act. 52, 53, 54), p. 249 (act. Adesso tocca a te!), p. 253 (act. Adesso tocca a te!), p. 260 (act. 40-45), p. 261 (act. 47), p. 264 (act. 48-52), p. 265 (act. 53-55), p. 269 (act. 2), p. 271 (act. 5), p. 279 (act. Adesso tocca a te!), p. 285 (act. 40-42), p. 289 (act. 46-49), p. 291 (act. 54), p. 292 (act. CF 1-3), p. 301 (act. 25, 26, Adesso tocca a te!), p. 306 (act. 32-38), p. 307 (act. 39-41), p. 309 (act. Write the name of the tools you use most often), p. 310 (act. 42-46), p. 311 (act. 47-49), p. 316 (act. 6), p. 323 (act. 29-32, Adesso tocca a te!), p. 328 (act. 38-43), p. 332 (act. 47-51), p. 333 (act. 52-54), p. 335 (act. 55, 58), p. 336 (act. CF Scambiarsi consigli sulla gestione del tempo), p. 336 (act. Immaginare e presentare una società del futuro funzionale e sana)</p>
<b>WL.K12.NH.3.2</b>	Exchange information about familiar tasks, topics, and activities, including personal information.	<p>p. 30 (act. 5, 6), p. 33 (act. 17), p. 39 (act. 36), p. 42 (act. 37-46), p. 44 (act. Write down the reasons why you study Italian), p. 47 (act. 57), p. 49 (act. 58, 60), p. 50 (act. CF 1-3), p. 51 (act. 1, 3), p. 54 (act. 7, 8, 9, 10), p. 56 (act. 15, 16), p. 61 (act. 27), p. 62 (act. 28), p. 66 (act. 33-39), p. 70 (act. 44-48), p. 71 (act. 49-52), p. 77 (act. 7), p. 78 (act. 9), p. 81 (act. 16, 17, Adesso tocca a te!), p. 83 (act. 22), p. 98 (act. CF Fare un'infografica su gusti e preferenze della classe), p. 99 (act. 1, 3), p. 104 (act. 14), p. 106 (act. 23), p. 107 (act. 24), p. 108 (act. 28, 29), p. 109 (act. 30, Adesso tocca a te!), p. 121 (act. 57, 59), p. 126 (act. 7, 9), p. 126 (act. 7, 9), p. 127 (act. Adesso tocca a te!), p. 130 (act. 16, 17, 19), p. 131 (act. Adesso tocca a te!), p. 132 (act. 22, 23), p. 133 (act. 25), p. 137 (act. 33, 34), p. 140 (act. 36-41), p. 144 (act. 45-48), p. 147 (act. 52, 53, 55, 56), p. 148 (act. CF Fare un'inchiesta sul consumo alimentare), p. 149 (act. 1, 2), p. 150 (act. 5), p. 154 (act. 12), p. 157 (act. 18, 19), p. 161 (act. 31), p. 166 (act. Write useful verbs to describe events in your life), p. 168 (act.</p>

		<p>44-46), p. 169 (act. 47-50), p. 171 (act. 51, 52, 53), p. 172 (act. CF Elaborare la linea del tempo della classe), p. 173 (act. 3), p. 174 (act. 4), p. 181 (act. 18), p. 197 (act. 51, 53), p. 198 (act. CF Promuovere una città da visitare), p. 199 (act. 1, 2), p. 202 (act. 10), p. 204 (act. 18), p. 206 (act. 24), p. 207 (act. 27), p. 210 (act. 33), p. 223 (act. 1, 3), p. 225 (act. 9, 11, 12, Adesso tocca a te!), p. 226 (act. 13), p. 227 (act. 15, 17), p. 228 (act. 18, 19), p. 229 (act. 20, 21, Adesso tocca a te!), p. 231 (act. 24, 25, 26, 27, 29, Adesso tocca a te!), p. 245 (act. 3), p. 246 (act. 4), p. 248 (act. 8, 10), p. 249 (act. Adesso tocca a te!), p. 250 (act. 13, 14, 15), p. 251 (act. 16), p. 252 (act. 18, 19, 20, 21), p. 253 (act. Adesso tocca a te!), p. 254 (act. 24, 26, 27), p. 255 (act. 28, 30, 31, 33, Adesso tocca a te!), p. 257 (act. 37, 38), p. 267 (act. 56, 58, 59), p. 271 (act. 5), p. 272 (act. 9), p. 273 (act. 11, 12, Adesso tocca a te!), p. 274 (act. 13, 14), p. 275 (act. 15-18, Adesso tocca a te!), pp. 276-277 (act. 22), p. 278 (act. 23, 24), p. 279 (act. 25, 27), p. 281 (act. 31, 32), p. 284 (act. 34-39), p. 291 (act. 50), p. 294 (act. 4, 6), p. 295 (act. 7, 10), p. 296 (act. 12), p. 297 (act. Adesso tocca a te!), p. 298 (act. 16-18), p. 299 (act. 20, 21, 22), p. 303 (act. 31), p. 309 (act. Write the name of the tools you use most often), p. 313 (act. 51-54), p. 315 (act. 1, 3), p. 316 (act. 4-6), p. 317 (act. 8-11, Adesso tocca a te!), p. 319 (act. 15-18, 20, Adesso tocca a te!), p. 321 (act. 23-25), p. 325 (act. 35-37), p. 337 (act. 1-3), p. 338 (act. 4, 5), p. 339 (act. 6-10, Adesso tocca a te!), p. 340 (act. 11), p. 341 (act. 13, 14, 16, Adesso tocca a te!), p. 342 (act. 17, 18), p. 343 (act. 19-22), p. 344 (act. 23, 24), p. 345 (act. 25, 26, 27, Adesso tocca a te!), p. 347 (act. 30-33), p. 350 (act. 34-39), p. 351 (act. 40-42), p. 354 (act. 43-47), p. 355 (act. 48, 49), p. 357 (act. 50, 53), p. 358 (act. CF Fare un'infografica sulle abitudini d'acquisto e i prodotti più comprati della classe), p. 358 (act. CF Preparare l'annuncio di un oggetto usato da vendere su una piattaforma web), p. 359 (act. 1, 3), p. 360 (act. 4-7), p. 361 (act. 8-12, Adesso tocca a te!), p. 362 (act. 13), p. 363 (act. 14), p. 364 (15-18), p. 365 (act. 20, 21, Adesso tocca a te!), p. 366 (act. 22, 24, 25, 26), p. 367 (act. 28-31), p. 368 (act. 32, 34), p. 369 (act. 35, 36, 37), p. 372 (act. 38-44), p. 376 (act. 48-51), p. 377 (act. 52-54), p. 379 (act. 55, 57, 59), p. 380 (act. CF 1-3), p. 381 (act. 1, 2, 3), p. 382 (act. 5, 6, 8), p. 383 (act. 9, 10, 11, 13, 14, Adesso tocca a te!), p. 384 (act. 16-20), p. 385 (act. 21, 22, 24, 25, Adesso tocca a te!), p. 386 (act. 26, 28), p. 387 (act. 29, 30, 31), p. 388 (act. 32-35), p. 389 (act. 38-40, Adesso tocca a te!), p. 390 (act. 43), p. 391 (act. 44, 45, 46), p. 394 (act. 47-52), p. 395 (act. 53-55), p. 398 (act. 56-</p>
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		61), p. 399 (act. 62-65), p. 401 (act. 66, 67, 68, 70), p. 402 (act. CF 1-3)
<b>WL.K12.NH.3.3</b>	Exchange information using simple language about personal preferences, needs, and feelings.	p. 37 (act.30, Adesso tocca a te!), p. 44 (act. Write down the reasons why you study Italian), p. 50 (act. CF 1-4), p. 74 (act. CF Presentare I modelli di famiglia del proprio Paese), p. 85 (act. 24, 25, Adesso tocca a te!), p. 87 (act. 29-31), p. 90 (act. 32-38), p. 94 (act. 42-47), p. 103 (act. 13, Adesso tocca a te!), p. 108 (act. 29), p. 123 (act. 2, 3), p. 123 (act. 1, 3), p. 125 (act. 6), p. 127 (act. Adesso tocca a te!), p. 129 (act. 15), p. 134 (act. 28), p. 137 (act. 33, 34), p. 144 (act. 48), p. 151 (act. 6), p. 153 (act. 11, Adesso tocca a te!), p. 157 (act. Adesso tocca a te!), p. 159 (act. 25), p. 176 (act. 8), p. 178 (act. 10), p. 182 (act. 19, 20), p. 186 (act. 27, 29), p. 200 (act. 3, 4), p. 201 (act. 5, 8), p. 204 (act. 18), p. 209 (act. 31, Adesso tocca a te!), p. 222 (act. CF Scegliere un regalo per un compagno), p. 224 (act. 5), p. 230 (act. 22, 23), p. 240 (act. 46-51), p. 244 (act. CF Presentare un compagno di classe), p. 249 (act. Adesso tocca a te!), p. 318 (act. 12, 14)
<b>WL.K12.NH.3.4</b>	Ask and answer a variety of questions about personal information.	p. 30 (act. 5, 6), p. 33 (act. 17), p. 35 (act. Adesso tocca a te!), p. 47 (act. 57), p. 50 (act. CF 1-3), p. 55 (act. 13, Adesso tocca a te!), p. 63 (act. 31), p. 108 (act. 29), p. 137 (act. 33, 34), p. 153 (act. 11, Adesso tocca a te!), p. 161 (act. 32)
<b>WL.K12.NH.3.5</b>	Exchange information about meeting someone including where to go, how to get there, and what to do and why.	p. 187 (act. 31, 32), p. 198 (act. CF Promuovere una città da visitare), p. 361 (act. Adesso tocca a te!)
<b>WL.K12.NH.3.6</b>	Use basic language skills supported by body language and gestures to express agreement and disagreement.	p. 79 (act. 10, 11), p. 81 (act. 16), p. 97 (act. 51)

<b>WL.K12.NH.3.7</b>	Ask for and give simple directions to go somewhere or to complete a task.	
<b>WL.K12.NH.3.8</b>	Describe a problem or a situation with sufficient details in order to be understood.	p. 159 (act. 27), p. 295 (act. Adesso tocca a te!), p. 301 (act. 26, Adesso tocca a te!), p. 364 (act. 18)
<b>WL.K12.NM.3.1</b>	Introduce self and others using basic, culturally appropriate greetings.	p. 30 (act. 5, 6), p. 31 (act. 10, 11, Adesso tocca a te!), p. 39 (act. 36), p. 61 (act. 27, Adesso tocca a te!), p. 63 (act. 31, 32), p. 107 (act. 27)
<b>WL.K12.NM.3.2</b>	Participate in basic conversations using words, phrases, and memorized expressions.	p. 21 (act. 2, 3), p. 24 (act. 10), p. 25 (act. 12, 13), p. 29 (act. 3), p. 33 (act. 17), p. 36 (act. 21, 23, 24, 26), p. 39 (act. 34, 35, 36), p. 46 (act. 50, 51), p. 49 (act. 58, 60), p. 51 (act. 1, 3), p. 54 (act. 7, 8, 9, 10), p. 55 (act. 12, 13, Adesso tocca a te!), p. 56 (act. 15, 16), p. 57 (act. 18, 19, Adesso tocca a te!), p. 63 (act. 32), p. 66 (act. 33-39), p. 70 (act. 44-48), p. 71 (act. 49-52), p. 75 (act. 1, 3), p. 83 (act. 22), p. 84 (act. 23), p. 93 (act. Write adjectives to describe your personality), p. 95 (act. 48, 49, 50), p. 98 (act. CF Fare un'infografica su gusti e preferenze della classe), p. 99 (act. 1, 3), p. 100 (act. 4, 5, 6), p. 101 (act. 7, 8), p. 102 (act. 9-11), p. 104 (act. 17), p. 105 (act. 19, 22, Adesso tocca a te!), p. 105 (act. 22, Adesso tocca a te!), p. 106 (act. 23), p. 108 (act. 28, 29), p. 111 (act. 35), p. 114 (act. 37-43), p. 119 (act. 52-54), p. 121 (act. 57, 59), p. 122 (act. CF Fare la lista delle cose che vi rendono felici la Domenica, CF Preparare un test per un compagno e decidere che tipo di vita fa), p. 124 (act. 4, 5), p. 126 (act. 7, 9), p. 127 (act. Adesso tocca a te!), p. 130 (act. 16, 17, 19), p. 132 (act. 22, 23), p. 133 (act. 25), p. 140 (act. 36-41), p. 144 (act. 45-48), p. 145 (act. 49-51), p. 147 (act. 52, 53, 55, 56), p. 148 (act. CF Fare un'inchiesta sul onsumeo alimentare), p. 149 (act. 1, 2), p. 152 (act. 8), p.

		<p>153 (act. 11, Adesso tocca a te!), p. 157 (act. 18, 19), p. 158 (act. 20), p. 159 (act. 25, 27), p. 161 (act. 31), p. 166 (act. Write useful verbs to describe events in your life), p. 168 (act. 44-46), p. 169 (act. 47-50), p. 171 (act. 51, 52, 53), p. 172 (act. CF Intervistare un compagno e scrivere il suo CV del 2035) p. 174 (act. 4), p. 175 (act. 5), p. 181 (act. 18), p. 187 (act. 31), p. 190 (act. 33-39), p. 191 (act. 40-42), p. 194 (act. 43-47), p. 195 (act. 48-50), p. 197 (act. 51, 53, 55), p. 198 (act. CF Promuovere una città da visitare), p. 199 (act. 1, 2), p. 202 (act. 10), p. 203 (act. 12, 13, Adesso tocca a te!), p. 204 (act. 17, 18), p. 205 (act. 19, 23, Adesso tocca a te!), p. 207 (act. 27), p. 209 (act. 31, 32, Adesso tocca a te!), p. 211 (act. 35, 36, 37), p. 214 (act. 38-44), p. 218 (act. 48-52), p. 219 (act. 53-56), p. 221 (act. 57, 58, 60, 61), p. 224 (act. 5, 6), p. 225 (act. 9, 11, 12, Adesso tocca a te!), p. 226 (act. 13), p. 227 (act. 15, 17), p. 229 (act. 20, 21, Adesso tocca a te!), p. 232 (act. 32), p. 240 (act. 46-51), p. 241 (act. 52, 53, 54), p. 244 (act. CF Presentare un compagno di classe), p. 248 (act. 8, 10), p. 249 (act. Adesso tocca a te!), p. 253 (act. Adesso tocca a te!), p. 260 (act. 40-45), p. 261 (act. 47), p. 264 (act. 48-52), p. 265 (act. 53-55), p. 269 (act. 2), p. 271 (act. 5), p. 285 (act. 40-42), p. 289 (act. 46-49), p. 291 (act. 54), p. 292 (act. CF 1-3), p. 295 (act. 7, 10, Adesso tocca a te!), p. 306 (act. 32-38), p. 307 (act. 39-41), p. 310 (act. 42-46), p. 311 (act. 47-49), p. 314 (act. CF Creare uno spazio virtuale della classe in cui offrire servizi), p. 316 (act. 6), p. 323 (act. 29-32, Adesso tocca a te!), p. 328 (act. 38-43), p. 332 (act. 47-51), p. 333 (act. 52-54), p. 335 (act. 55, 58), p. 336 (act. CF Scambiarsi consigli sulla gestione del tempo), p. 336 (act. CF 1-3) (act. Immaginare e presentare una società del futuro funzionale e sana)</p>
WL.K12.NM.3.3	Ask simple questions and provide simple responses related to personal preferences.	<p>p. 37 (act.30, Adesso tocca a te!), p. 87 (act. 29-31), p. 103 (act. 13, Adesso tocca a te!), p. 105 (act. 19, 22, Adesso tocca a te!), p. 108 (act. 29), p. 111 (act. 36), p. 122 (act. CF Preparare un test per un compagno e decidere che tipo di vita fa), p. 125 (act. 6), p. 127 (act. Adesso tocca a te!), p. 129 (act. 15), p. 130 (act. 19), p. 131 (act. Adesso tocca a te!), p. 137 (act. 33, 34), p. 14 p. 176 (act. 8), 4 (act. 48), p. 151 (act. 6), p. 154 (act. 12), p. 178 (act. 10), p. 182 (act. 19, 20), p. 186 (act. 27, 29), p. 201 (act. 5, 8), p. 206 (act. 24), p. 222 (act. CF Scegliere un regalo per un compagno)</p>
WL.K12.NM.3.4	Exchange essential information about self, family, and	<p>p. 22 (act. 5), p. 33 (act. 17), p. 47 (act. 57), p. 50 (act. CF 1-4, CF 1-3), p. 54 (act. 10), p. 63 (act. 32), p. 73 (act. 53, 54, 55, 56), p. 74 (act. CF Presentare I modelli di</p>

	familiar topics.	<p>famiglia del proprio Paese), p. 104 (act. 14), p. 107 (act. 24), p. 108 (act. 29), p. 127 (act. Adesso tocca a te!), p. 131 (act. Adesso tocca a te!), p. 132 (act. 22, 23), p. 137 (act. 33, 34), p. 150 (act. 5), p. 153 (act. 11, Adesso tocca a te!), p. 157 (act. 18, 19, Adesso tocca a te!), p. 161 (act. 32), p. 228 (act. 18, 19), p. 230 (act. 22, 23), p. 231 (act. 24, 25, 26, 27, 29, Adesso tocca a te!), p. 243 (act. 55, 56, 57, 58), p. 245 (act. 3), p. 246 (act. 4), p. 250 (act. 13, 14, 15), p. 251 (act. 16), p. 252 (act. 18, 19, 20, 21), p. 254 (act. 24, 26, 27), p. 255 (act. 28, 30, 31, 33, Adesso tocca a te!), p. 257 (act. 37, 38), p. 273 (act. 11, 12, Adesso tocca a te!), p. 274 (act. 13, 14), p. 275 (act. 15-18, Adesso tocca a te!), pp. 276-277 (act. 22), p. 281 (act. 31, 32), p. 284 (act. 34-39), p. 291 (act. 50), p. 296 (act. 12), p. 297 (act. Adesso tocca a te!), p. 298 (act. 16-18), p. 299 (act. 20, 21, 22), p. 301 (act. 25, 26, Adesso tocca a te!), p. 303 (act. 31), p. 313 (act. 51-54), p. 315 (act. 1, 3), p. 316 (act. 4, 5), p. 317 (act. 8-11, Adesso tocca a te!), p. 319 (act. 15-18, 20, Adesso tocca a te!), p. 321 (act. 23-25), p. 325 (act. 35-37), p. 337 (act. 1-3), p. 338 (act. 4, 5), p. 339 (act. 6-10, Adesso tocca a te!), p. 340 (act. 11), p. 341 (act. 13, 14, 16, Adesso tocca a te!), p. 342 (act. 17, 18), p. 343 (act. 19-22), p. 344 (act. 23, 24), p. 345 (act. 25, 26, 27, Adesso tocca a te!), p. 347 (act. 30-33), p. 350 (act. 34-39), p.351 (act. 40-42), p. 354 (act. 43-47), p. 355 (act. 48, 49), p. 357 (act. 50, 53), p. 358 (act. CF Fare un'infografica sulle abitudini d'acquisto e i prodotti più comprati della classe, CF Preparare l'annuncio di un oggetto usato da vendere su una piattaforma web), p. 359 (act. 1, 3), p. 360 (act. 4-7), p. 361 (act. 8-12, Adesso tocca a te!), p. 362 (act. 13), p. 363 (act. 14), p. 364 (15-18), p. 365 (act. 20, 21, Adesso tocca a te!), p. 366 (act. 22, 24, 25, 26), p. 367 (act. 28-31), p. 368 (act. 32, 34), p. 369 (act. 35, 36, 37), p. 372 (act. 38-44), p. 376 (act. 48-51), p. 377 (act. 52-54), p. 379 (act. 55, 57, 59), p. 380 (act. CF 1-3), p. 381 (act. 1, 2,3), p. 382 (act. 5, 6, 8), p. 383 (act. 9, 10, 11,13,14, Adesso tocca a te!), p. 384 (act. 16-20), p. 385 (act. 21, 22, 24, 25, Adesso tocca a te!), p. 386 (act. 26, 28), p. 387 (act. 29, 30, 31), p. 388 (act. 32-35), p. 389 (act. 38-40, Adesso tocca a te!), p. 390 (act. 43), p. 391 (act. 44, 45, 46), p. 394 (act. 47-52), p.395 (act. 53-55), p. 398 (act. 56-61), p. 399 (act. 62-65), p. 401 (act. 66, 67, 68, 70), p. 402 (act. CF 1-3)</p>
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<b>L.K12.NM.3.5</b>	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.	p. 26 (act. 14, 16), p. 30 (act. 8), p. 32 (act. 12, 14), p. 33 (act. 16), p. 35 (act. 19, 20), p. 36 (act. 25), p. 37 (act. 27), p. 42 (act. 37-46), p. 43 (act. 47-49), p. 46 (act. 52, 54), p. 47 (act. 55-57), p. 53 (act. 6), p. 67 (act. 41-43), p. 81 (act. 14), p. 83 (act. 21), p. 100 (act. 4, 5, 6), p. 101 (act. 8), p. 102 (act. 9-11), p. 104 (act. 17), p. 105 (act. 21), p. 106 (act. 23), p. 107 (act. 25, 26), p. 114 (act. 37-43), p. 118 (act. 47-51), p. 122 (act. CF Preparare un test per un compagno e decidere che tipo di vita fa), p. 129 (act. 14), p. 130 (act. 18), p. 131 (act. 20, 21), p. 133 (act. 24), p. 138 (act. 18), p. 141 (act. 42, 43), p. 150 (act. 5), p. 153 (act. 9, 10), p. 156 (act. 14-16), p. 158 (act. 21, 22), p. 159 (act. 23-26), p. 165 (act. 41-43), p. 169 (act. 47, 48), p. 176 (act. 7), p. 179 (act. 11-13), p. 181 (act. 16, 17), p. 185 (act. 24, 25), p. 191 (act. 41, 42), p. 201 (act. 7), p. 202 (act. 9, 11), p. 204 (act. 15, 16, 17), p. 205 (act. 21, 22), p. 20 (act. 25, 26), p. 208 (act. 19, 29), p. 224 (act. 8), p. 246 (act. 5), p. 248 (act. 9), p. 269 (act. 1, 2), p. 271 (act. 6), p. 272 (act. 7, 8), p. 296 (act. 11), p. 297 (act. 14, 15), p. 300 (act. 24), p. 307 (act. 39-41), p. 311 (act. 50), p. 322 (act. 28)
<b>WL.K12.NM.3.6</b>	Use appropriate gestures, body language, and intonation to clarify a message.	p. 63 (act. 31), p. 119 (act. 55, 56), p. 215 (act. 45)
<b>WL.K12.NM.3.7</b>	Understand and respond appropriately to simple directions.	
<b>WL.K12.NM.3.8</b>	Differentiate among oral statements, questions, and exclamations in order to determine meaning.	p. 91 (act. 39, 40, 41), p. 141 (act. 44), p. 215 (act. 46), p. 237 (act. 44), p. 307 (act. 41)

<b>STANDARD 4: Presentational Speaking:</b> 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.NH.4.1	Provide basic information on familiar topics using phrases and simple sentences.	p. 63 (act. 32), p. 74 (act. CF Presentare i modelli di famiglia del proprio Paese, Presentare le persone più importante della tua vita), p. 148 (act. CF Presentare la spesa tipica del proprio Paese), p. 181 (act. Adesso tocca a te!), p. 198 (act. CF Promuovere una città da visitare), p. 249 (act. Adesso tocca a te!), p. 267 (act. 59), p. 268 (act. CF Arredare gli spazi di una scuola), p. 288 (act. 45), p. 292 (act. CF Preparare la presentazione di una decade della moda nel tuo Paese), p. 314 (CF Presentare un'attività fai da te che ti piace o che ti piacerebbe imparare), p. 367 (act. Adesso tocca a te!), p. 380 (act. CF Descrivere varie tipologie di turisti)
WL.K12.NH.4.2	Describe aspects of daily life using complete sentences.	p. 74 (act. CF Presentare i modelli di famiglia del proprio Paese), p. 74 (act. CF Presentare i modelli di famiglia del proprio Paese, Presentare le persone più importante della tua vita), p. 288 (act. 45), p. 360 (act. 7)
WL.K12.NH.4.3	Describe familiar experiences or events using both general and specific language.	p. 74 (act. CF Presentare i modelli di famiglia del proprio Paese, Presentare le persone più importante della tua vita), p. 87 (act. 31), p. 148 (act. CF Presentare la spesa tipica del proprio Paese), p. 157 (act. 18), p. 181 (act. Adesso tocca a te!), p. 292 (act. CF Preparare la presentazione di una decade della moda nel tuo Paese)
WL.K12.NH.4.4	Present personal information about one's self and others.	p. 61 (act. 27, Adesso tocca a te!), p. 63 (act. 32), p. 157 (act. 18)
WL.K12.NH.4.5	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.	

WL.K12.NH.4.6	Use verbal and non-verbal communication when making announcements or introductions.	p. 63 (act. 32)
WL.K12.NM.4.1	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.	p. 61 (act. 27), p. 63 (act. 32), p. 74 (act. CF Presentare i modelli di famiglia del proprio Paese, Presentare le persone più importante della tua vita), p. 148 (act. CF Presentare la spesa tipica del proprio Paese), p. 157 (act. 18), p. 181 (act. Adesso tocca a te!), p. 198 (act. CF Promuovere una città da visitare), p. 249 (act. Adesso tocca a te!), p. 288 (act. 45), p. 292 (act. CF Preparare la presentazione di una decade della moda nel tuo Paese), p. 314 (CF Presentare un'attività fai da te che ti piace o che ti piacerebbe imparare), p. 360 (act. 7), p. 380 (act. CF Descrivere varie tipologie di turisti)
WL.K12.NM.4.2	Present personal information about self and others.	p. 61 (act. 27, Adesso tocca a te!), p. 63 (act. 32), p. 87 (act. 31), p. 157 (act. 18)
WL.K12.NM.4.3	Express likes and dislikes.	p. 98 (act. CF Fare un'infografica su gusti e preferenze della classe, PF Trovare il/la compagno/a con cui si ha più affinità)
WL.K12.NM.4.4	Provide an account of daily activities.	p. 103 (act. 13, Adesso tocca a te!)
WL.K12.NM.4.5	Role-play skits, songs, or poetry in the target language that deal with familiar topics.	p. 209 (act. 32)
WL.K12.NM.4.6	Present simple information about a familiar topic using visuals.	p. 50 (act. CF 1-4), p. 74 (act. CF Presentare i modelli di famiglia del proprio Paese, Presentare le persone più importante della tua vita), p. 148 (act. CF Presentare la spesa tipica del proprio Paese), p. 181 (act. Adesso tocca a te!), p. 267 (act. 59), p. 367 (act. Adesso tocca a te!)

<b>STANDARD 5: Presentational Writing:</b> 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.NH.5.1	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.	p. 73 (act. 56), p. 107 (act. 27), p. 131 (act. Adesso tocca a te!), p. 135 (act. Adesso tocca a te!), p. 148 (act. CF Presentare la spesa tipica del proprio Paese), p. 157 (act. Adesso tocca a te!), p. 172 (act. CF Intervistare un compagno e scrivere il suo CV del 2035) p. 177 (act. Adesso tocca a te!), p. 179 (act. 14), p. 185 (act. Adesso tocca a te!), p. 198 (act. CF Dare informazioni e descrivere un quartiere), p. 222 (act. CF Descrivere il regalo più bello e più brutto, CF Scegliere un regalo per un compagno), p. 231 (act. Adesso tocca a te!), p. 244 (act. CF Presentare tre cose indispensabili nel tuo Paese), p. 253 (act. Adesso tocca a te!), p. 268 (act. CF Arredare gli spazi di una scuola, CF Preparare una presentazione per confrontare il design di varie epoche), p. 273 (act. Adesso tocca a te!), p. 278 (act. 24), p. 281 (act. 33), p. 291 (act. 54), p. 292 (act. CF Fare un cartellone con i ricordi della scuola primaria), p. 313 (act. 54), p. 317 (act. Adesso tocca a te!), p. 336 (act. CF 1-3), p. 379 (act. 59), p. 380 (act. CF Raccontare un'esperienza di viaggio particolare o memorabile), p. 383 (act. Adesso tocca a te!), p. 401 (act. 70), p. 402 (act. CF 1-3)
WL.K12.NH.5.2	Write simple statements to describe aspects of daily life.	p. 53 (act. 6), p. 109 (act. 30), p. 122 (act. CF 1-3), p. 131 (act. Adesso tocca a te!), p. 148 (act. CF Presentare la spesa tipica del proprio Paese), p. 159 (act. Adesso tocca a te!), p. 168 (act. 45), p. 204 (act. 18), p. 233 (act. 35), p. 273 (act. Adesso tocca a te!), p. 292 (act. CF Fare un cartellone con i ricordi della scuola primaria), p. 402 (act. CF 1-3)
WL.K12.NH.5.3	Write a description of a familiar experience or event.	p. 73 (act. 56), p. 135 (act. Adesso tocca a te!), p. 185 (act. Adesso tocca a te!), p. 187 (act. 30), p. 284 (act. 39), p. 292 (act. CF Fare un cartellone con i ricordi della scuola primaria), p. 316 (act. 6), p. 365 (act. Adesso tocca a te!), p. 380 (act. CF Raccontare un'esperienza di viaggio particolare o memorabile)
WL.K12.NH.5.4	Write short personal notes using a variety of media.	p. 36 (act. 25), p. 50 (act. CF 1-4), p. 131 (act. Adesso tocca a te!), p. 135 (act. Adesso tocca a te!), p. 157 (act. Adesso tocca a te!), p. 159 (act. Adesso tocca a te!)



WL.K12.NH.5.5	Request information in writing to obtain something needed.	p. 50 (act. CF 2)
WL.K12.NH.5.6	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).	p. 157 (act. 19), p. 187 (act. 30), p. 361 (act. Adesso tocca a te!), p. 365 (act. Adesso tocca a te!), p. 367 (act. Adesso tocca a te!), p. 380 (act. CF Descrivere varie tipologie di turisti)
WL.K12.NH.5.7	Pre-write by generating ideas from multiple sources based upon teacher directed topics.	p. 122 (act. CF 1-3)
WL.K12.NM.5.1	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.	p. 44 (act. Write down the reasons why you study Italian), p. 53 (act. 6), p. 73 (act. 56), p. 74 (act. CF Presentare i modelli di famiglia del proprio Paese, Presentare le persone più importante della tua vita), p. 98 (act. CF Fare un'infografica su gusti e preferenze della classe, CF Trovare il/la compagno/a con cui si ha più affinità), p. 107 (act. 27), p. 122 (act. CF 1-3), p. 131 (act. Adesso tocca a te!), p. 135 (act. Adesso tocca a te!), p. 148 (act. CF Presentare la spesa tipica del proprio Paese), p. 157 (act. Adesso tocca a te!), p. 172 (act. CF Intervistare un compagno e scrivere il suo CV del 2035) p. 179 (act. 14), p. 185 (act. Adesso tocca a te!), p. 187 (act. 30), p. 198 (act. CF Dare informazioni e descrivere un quartiere), p. 204 (act. 18), p. 231 (act. Adesso tocca a te!), p. 244 (act. CF Presentare tre cose indispensabili nel tuo Paese), p. 253 (act. Adesso tocca a te!), p. 268 (act. CF Arredare gli spazi di una scuola, CF Preparare una presentazione per confrontare il design di varie epoche), p. 278 (act. 24), p. 281 (act. 33), p. 284 (act. 39), p. 291 (act. 54), p. 313 (act. 54), p. 314 (act. CF Creare uno spazio virtuale della classe in cui offrire servizi), p. 316 (act. 6), p. 317 (act. Adesso tocca a te!), p. 336 (act. CF 1-3), p. 365 (act. Adesso tocca a te!), p. 379 (act. 59), p. 380 (act. CF Raccontare un'esperienza di viaggio particolare o memorabile), p. 383 (act. Adesso

		tocca a te!)
<b>WL.K12.NM.5.2</b>	Fill out a simple form with basic information.	p. 33 (act. 17), p. 46 (act. 53), p. 50 (act. CF 1-4), p. 55 (act. Adesso tocca a te!), p. 98 (act. CF Fare un'infografica su gusti e preferenze della classe), p. 122 (act. CF 1-3), p. 222 (act. CF Scegliere un regalo per un compagno)
<b>WL.K12.NM.5.3</b>	Write simple sentences about self and/or others.	p. 53 (act. 6), p. 73 (act. 56), p. 98 (act. CF Fare un'infografica su gusti e preferenze della classe, PF Trovare il/la compagno/a con cui si ha più affinità), p. 122 (act. CF 1-3), p. 172 (act. CF Intervistare un compagno e scrivere il suo CV del 2035), p. 222 (act. CF Scegliere un regalo per un compagno, p. 233 (act. 35), p. 292 (act. CF Fare un cartellone con i ricordi della scuola primaria), p. 380 (act. CF Raccontare un'esperienza di viaggio particolare o memorabile)
<b>WL.K12.NM.5.4</b>	Write simple sentences that help in day-to-day life communication.	p. 37 (act. Adesso tocca a te!), p. 50 (act. CF 1-3), p. 159 (act. Adesso tocca a te!), p. 233 (act. 35), p. 273 (act. Adesso tocca a te!)
<b>WL.K12.NM.5.5</b>	Write about previously acquired knowledge and experiences.	p. 73 (act. 56), p. 74 (act. CF Presentare i modelli di famiglia del proprio Paese, Presentare le persone più importante della tua vita), p. 135 (act. Adesso tocca a te!), p. 177 (act. Adesso tocca a te!), p. 185 (act. Adesso tocca a te!), p. 187 (act. 30), p. 365 (act. Adesso tocca a te!), p. 380 (act. CF Raccontare un'esperienza di viaggio particolare o memorabile)
<b>WL.K12.NM.5.6</b>	Pre-write by drawing pictures to support ideas related to a task.	p. 73 (act. 56), p.295 (act. 10)

WL.K12.NM.5.7	Draw pictures in sequence to demonstrate a story plot.	
<b>STANDARD 6: Culture:</b> 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.
WL.K12.NH.6.1	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.	p. 31 (act. Adesso tocca a te!), p. 39 (act. 36), p. 46 (act. 51), p. 73 (act. 54), p. 74 (act. CF Presentare i modelli di famiglia del proprio Paese), p. 97 (act. 52, 53, 54), p. 100 (act. 4), p. 121 (act. 57), p. 125 (act. 6), p. 137 (act. 35), p. 148 (act. CF Presentare la spesa tipica del proprio Paese), p. 201 (act. 5), p. 211 (act. 37), p. 221 (act. 57, 61), p. 273 (act. Adesso tocca a te!), pp. 276-277 (act. 22), p. 278 (act. 24), p. 281 (act. 33), p. 313 (act. 52, 53, 54), p. 325 (act. 37), pp. 334-335 (act. 56), p. 383 (act. Adesso tocca a te!), p. 384 (act. 17)
WL.K12.NH.6.2	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.	p. 74 (act. CF Presentare i modelli di famiglia del proprio Paese), p. 132 (act. 23), p. 221 (act. 57, 61), p. 230 (act. 23)
WL.K12.NH.6.3	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international	p. 123 (act. 1, 3), p. 134 (act. 27), p. 135 (act. 29), p. 152 (act. 8), p. 154 (act. 12), p. 158 (act. 20), p. 171 (act. 52), p. 180 (act. 15), p. 201 (act. 5, 8), pp. 312-313 (act. 52), p. 313 (act. 52, 53), p. 360 (act. 5)

	figures, movies, etc.)	
WL.K12.NH.6.4	Identify cultural artifacts, symbols, and images of the target culture(s).	p. 22 (act. 4, 5), p. 49 (act. 58, 59, 60), p. 106 (act. 23), p. 174 (act. 4), p. 180 (act. 15), p. 243 (act. 55, 56, 58), p. 382 (act. 4, 5, 6, 7), p. 383 (act. 12)
WL.K12.NM.6.1	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)	p. 31 (act. 10, 11, Adesso tocca a te!), p. 38 (act. 31, 32), p. 39 (act. 36), p. 46 (act. 50, 51), p. 46 (act. 51), p. 57 (act. 17), p. 58 (act. 21), p. 73 (act. 53, 54), p. 76 (act. 5), p. 76 (act. 5), p. 77 (act. 6), p. 108 (act. 29), p. 121 (act. 57), p. 125 (act. 6), p. 132 (act. 23), p. 221 (act. 57, 61), p. 278 (act. 23), pp. 334-335 (act. 56), 346 (act. 28, 29), p. 356-357 (act. 50, 53), p. 382 (act. 6), p. 385 (act. 21), p. 387 (act. 29), pp. 400-401 (act. 67)
WL.K12.NM.6.2	Recognize common patterns of behavior such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).	p. 38 (act. 31, 32), p. 39 (act. 36), p. 73 (act. 53, 54), p. 74 (act. CF Presentare i modelli di famiglia del proprio Paese), p. 121 (act. 57), p. 125 (act. 6), p. 169 (act. 50), p. 211 (act. 37), p. 221 (act. 57, 61), p. 225 (act. 12), p. 384 (act. 17)
WL.K12.NM.6.3	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.	
WL.K12.NM.6.4	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).	p. 21 (act. 1), p. 22 (act. 4), p. 49 (act. 58, 59), p. 73 (act. 53, 54), p. 106 (act. 23), p. 134 (act. 27), p. 123 (act. 1, 3), p. 134 (act. 27), p. 135 (act. 29), p. 147 (act. 52, 53), p. 149 (act. 1), p. 150 (act. 4), p. 175 (act. 5), p. 178 (act. 10), p. 180 (act. 15), p. 183 (act. 22), p. 186 (act. 27, 28, 29), p. 197 (act. 51, 54), p. 201 (act. 5, 6), p. 205 (act. 20), p. 251 (act. 16), 267 (act. 57, 59), p. 268 (act. CF Preparare una presentazione per confrontare il design di varie epoche), pp. 290-291 (act. 50, 51, 52, 54), p. 281 (act. 33), p. 291 (act. 50, 51, 52, 54), p. 346 (act. 28, 29), p. 360 (act.

		5), p. 363 (act. 14), p. 379 (act. 56), p. 382 (act. 5), p. 386 (act. 26)
<b>STANDARD 7: Connections:</b> 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.NH.7.1	Use vocabulary acquired in the target language to access new knowledge from other disciplines.	p. 49 (act. 58), p. 97 (act. 54), p. 121 (act. 59), p. 130 (act. 16), p. 135 (act. Adesso tocca a te!), p. 137 (act. 32, 33, 34, 35), p. 147 (act. 55, p. 148 (act. CF Presentare la spesa tipica del proprio Paese), p. 159 (act. Adesso tocca a te!), p. 180 (act. 15), p. 246 (act. 4), p. 253 (act. 22), p. 254 (act. 25), p. 267 (act. 56), p. 275 (act. 21), p. 281 (act. 33), p. 292 (act. CF Preparare la presentazione di una decade della moda nel tuo Paese), p. 316 (act. 4), p. 317 (act. Adesso tocca a te!), p. 335 (act. 55), p. 336 (act. CF 1-3), p. 339 (act. 6), p. 342 (act. 18), p. 361 (act. Adesso tocca a te!), p. 382 (act. 4), 383 (act. Adesso tocca a te!), p. 386 (act. 26), p. 387 (act. 31)
WL.K12.NH.7.2	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.	p. 30 (act. 7, 8), p. 77 (act. 6), p. 79 (act. Adesso tocca a te!), p. 127 (act. 5), p. 174 (act. 4), p. 175 (act. 5), p. 181 (act. Adesso tocca a te!), p. 194 (act. 43), p. 197 (act. 51), p. 246 (act. 5), p. 247 (act. 6, 7), p. 291 (act. 53), pp. 312-313 (act. 52), p. 314 (CF Presentare un'attività fai da te che ti piace o che ti piacerebbe imparare), p. 384 (act. 16)
WL.K12.NM.7.1	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.	p. 73 (act. 53, 54), p. 94 (act. 46), p. 126 (act. 9), p. 130 (act. 16), p. 147 (act. 55, p. 148 (act. CF Presentare la spesa tipica del proprio Paese), p. 171 (act. 51), p. 247 (act. 6, 7), p. 275 (act. 21), p. 292 (act. CF Preparare la presentazione di una decade della moda nel tuo Paese), p. 299 (act. 22), p. 316 (act. 4), p. 347 (act. 33), p. 387 (act. 31)

WL.K12.NM.7.2	Identify (within a familiar context and supported by visuals) basic information common to the world language classroom and other disciplines.	p. 22 (act. 4), p. 73 (act. 53, 54), p. 77 (act. 6), p. 126 (act. 9), p. 150 (act. 5), p. 200 (act. 3), p. 270 (act. 4), p. 313 (act. 51)
<p><b>STANDARD 8: Comparisons:</b></p> <p>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.</p>		
Benchmark code	Benchmark	Activities where benchmark is directly addressed in-depth in major tool.
WL.K12.NH.8.1	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.	p. 35 (act. 20), p. 39 (act. 36), p. 73 (act. 53, 54), p. 97 (act. 54), p. 108 (act. 29), p. 109 (act. Adesso tocca a te!), p. 121 (act. 57, 59), p. 127 (act. Adesso tocca a te!), p. 130 (act. 19), p. 133 (act. 25), p. 148 (act. CF 1-3), p. 169 (act. 50), p. 204 (act. 18), p. 211 (act. 37), p. 221 (act. 57, 61), p. 243 (act. 55), p. 278 (act. 24), p. 281 (act. 33), p. 325 (act. 37), p. 347 (act. 30), p. 383 (act. Adesso tocca a te!), p. 384 (act. 17)
WL.K12.NH.8.2	Compare basic sound patterns and grammatical structures between the target language and own language.	p. 31 (Adesso tocca a te!), p. 32 (act. 14), p. 47 (act. 57), p. 53 (act. 6), p. 54 (act. 9), p. 56 (act. 16), p. 70 (act. 45), p. 71 (act. 51), p. 94 (act. 46), p. 95 (act. 50), p. 102 (act. 10), p. 104 (act. 17), p. 105 (act. 18), p. 107 (act. 25), p. 119 (act. 53), p. 145 (act. 51), p. 158 (act. 22), p. 195 (act. 50), p. 311 (act. 50)

<b>WL.K12.NH.8.3</b>	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)	p. 39 (act. 36), p. 46 (act. 51), p. 73 (act. 53), p. 74 (act. CF Presentare i modelli di famiglia del proprio Paese), p. 97 (act. 52, 53, 54), p. 100 (act. 4), p. 109 (act. Adesso tocca a te!), p. 121 (act. 57, 59), p. 127 (act. Adesso tocca a te!), p. 130 (act. 19), p. 133 (act. 25), p. 134 (act. 28), p. 135 (act. Adesso tocca a te!), p. 137 (act. 35), p. 148 (act. CF 1-3), p. 177 (act. Adesso tocca a te!), p. 179 (act. 14), p. 181 (act. Adesso tocca a te!), p. 201 (act. 5), p. 211 (act. 37), p. 221 (act. 57, 61), p. 225 (act. 12), p. 281 (act. 33), p. 292 (act. CF Preparare la presentazione di una decade della moda nel tuo Paese), p. 313 (act. 52, 53, 54), p. 379 (act. 59), p. 382 (act. 6), p. 383 (act. 14)
<b>WL.K12.NM.8.1</b>	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.	p. 145 (act. 51), p. 150 (act. 5), p. 176 (act. 6), p. 204 (act. 17), p. 207 (act. 26), p. 219 (act. 56), p. 224 (act. 4), p. 226 (act. 14), p. 229 (act. 20), p. 241 (act. 52, 54), p. 244 (act. CF Presentare tre cose indispensabili nel tuo Paese), p. 246 (act. 5), p. 248 (act. 9), p. 265 (act. 55), p. 275 (act. 17, 18), p. 289 (act. 49), p. 293 (act. 2), p. 296 (act. 11), p. 317 (act. 10), p. 321 (act. 26), p. 355 (act. 49), p. 361 (act. 10), p. 364 (act. 17), p. 377 (act. 54), 399 (act. 65)
<b>WL.K12.NM.8.2</b>	Recognize true and false cognates in the target language and compare them to own language.	p. 150 (act. 5)
<b>WL.K12.NM.8.3</b>	Identify celebrations typical of the target culture and one's own.	p. 149 (act. 1), p. 150 (act. 4), p. 221 (act. 57, 61)

**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.NH.9.1	Use key target language vocabulary to communicate with others within and beyond the school setting.	p. 74 (act. CF Presentare i modelli di famiglia del proprio Paese), p. 122 (act. CF Fare la lista delle cose che vi rendono felici la Domenica, CF Preparare un test per un compagno e decidere che tipo di vita fa), p. 127 (act. Adesso tocca a te!), p. 131 (act. Adesso tocca a te!), p. 135 (act. Adesso tocca a te!), p. 148 (act. CF Fare un'inchiesta sul consumo alimentare, CF Presentare la spesa tipica del proprio Paese), p. 157 (act. Adesso tocca a te!), p. 172 (act. CF Elaborare la linea del tempo della classe), p. 172 (act. CF Intervistare un compagno e scrivere il suo CV del 2035) p. 177 (act. Adesso tocca a te!), p. 181 (act. Adesso tocca a te!), p. 198 (act. CF Dare informazioni e descrivere un quartiere), p. 222 (act. CF Scegliere un regalo per un compagno), p. 231 (act. Adesso tocca a te!), p. 244 (act. CF Presentare tre cose indispensabili nel tuo Paese), p. 275 (act. Adesso tocca a te!), p. 292 (act. CF Fare un cartellone con i ricordi della scuola primaria), p. 292 (act. CF Preparare la presentazione di una decade della moda nel tuo Paese), p. 314 (act. CF Creare uno spazio virtuale della classe in cui offrire servizi), p. 358 (act. CF 1-5), p. 365 (act. Adesso tocca a te!), p. 380 (act. CF Descrivere varie tipologie di turisti), p. 380 (act. CF Raccontare un'esperienza di viaggio particolare o memorabile), p. 385 (act. Adesso tocca a te!)
WL.K12.NH.9.2	Use communication tools to establish a connection with a peer from a country where the target language is spoken.	



<b>WL.K12.NM.9.1</b>	Use key words and phrases in the target language to participate in different activities in the school and community settings.	p. 50 (act. CF 1-3), p. 98 (act. CF Fare un'infografica su gusti e preferenze della classe, PF Trovare il/la compagno/a con cui si ha più affinità), p. 127 (act. Adesso tocca a te!), p. 185 (act. Adesso tocca a te!), p. 198 (act. CF Dare informazioni e descrivere un quartiere), p. 204 (act. 18), p. 222 (act. CF Scegliere un regalo per un compagno, CF Descrivere il regalo più bello e più brutto), p. 275 (act. Adesso tocca a te!), p. 292 (act. CF Fare un cartellone con i ricordi della scuola primaria), p. 292 (act. CF Preparare la presentazione di una decade della moda nel tuo Paese), p. 314 (act. CF Creare uno spazio virtuale della classe in cui offrire servizi), p. 358 (act. CF 1-5), p. 380 (act. CF Descrivere varie tipologie di turisti), p. 380 (act. CF Raccontare un'esperienza di viaggio particolare o memorabile), p. 385 (act. Adesso tocca a te!)
<b>WL.K12.NM.9.2</b>	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.	p. 50 (act. CF 1-4), p. 50 (act. CF 1-3), p. 135 (act. Adesso tocca a te!), p. 172 (act. CF Intervistare un compagno e scrivere il suo CV del 2035), p. 231 (act. Adesso tocca a te!), p. 314 (act. CF Creare uno spazio virtuale della classe in cui offrire servizi), p. 358 (act. CF 1-5)

**MATH, ELA, and ELL benchmarks**

Benchmark code	Benchmark	Activities where benchmark is directly addressed in-depth in major tool.
<b>MA.K12.MTR.1.1</b>	Actively participate in effortful learning both individually and collectively.	
<b>MA.K12.MTR.2.1</b>	Demonstrate understanding by representing problems in multiple ways.	p. 79 (act. Adesso tocca a te!), p. 98 (act. CF Fare un'infografica su gusti e preferenze della classe)
<b>MA.K12.MTR.3.1</b>	Complete tasks with mathematical	p. 32 (act. 13), p. 105 (act. Adesso tocca a te!)

	fluency.	
<b>MA.K12.MTR.4.1</b>	Engage in discussions that reflect on the mathematical thinking of self and others.	
<b>MA.K12.MTR.5.1</b>	Use patterns and structure to help understand and connect mathematical concepts.	p. 46 (act. 51), p. 100 (act. 4)
<b>MA.K12.MTR.6.1</b>	Assess the reasonableness of solutions.	p. 32 (13)
<b>MA.K12.MTR.7.1</b>	Apply mathematics to real-world contexts.	p. 79 (Adesso tocca a te!)
<b>ELA.K12.EE.1.1</b>	Cite evidence to explain and justify reasoning.	
<b>ELA.K12.EE.2.1</b>	Read and comprehend grade-level complex texts proficiently.	p. 22 (act. 4), p. 30 (act. 4), p. 49 (act. 58)
<b>ELA.K12.EE.3.1</b>	Make inferences to support comprehension.	p. 57 (act. 19), p. 255 (act. 31), p. 345 (act. 26)
<b>ELA.K12.EE.4.1</b>	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	p. 30 (act. 6), p. 50 (act. CF 1-4), p. 122 (act. CF Fare la lista delle cose che vi rendono felici la Domenica, CF Preparare un test per un compagno e decidere che tipo di vita fa), p. 172 (act. CF Intervistare un compagno e scrivere il suo CV del 2035), p. 231 (act. Adesso tocca a te!), p. 222 (act. CF Scegliere un regalo per un compagno), p. 292 (act. CF Fare un cartellone con i ricordi della scuola primaria), p. 314 (act. CF Creare uno spazio virtuale della classe in cui offrire servizi)

<b>ELA.K12.EE.5.1</b>	Use the accepted rules governing a specific format to create quality work.	p. 172 (act. CF Intervistare un compagno e scrivere il suo CV del 2035), p. 185 (act. Adesso tocca a te!)
<b>ELA.K12.EE.6.1</b>	Use appropriate voice and tone when speaking or writing.	p. 50 (act. CF 1-3), p. 122 (act. CF Fare la lista delle cose che vi rendono felici la Domenica, CF Preparare un test per un compagno e decidere che tipo di vita fa), p. 172 (act. CF Intervistare un compagno e scrivere il suo CV del 2035), p. 185 (act. Adesso tocca a te!), p. 211 (act. 36), p. 292 (act. CF Fare un cartellone con i ricordi della scuola primaria)
<b>ELD.K12.ELL.SI.1</b>	English language learners communicate for social and instructional purposes within the school setting.	p. 31 (act. Adesso tocca a te) , p. 35 (act. 20), p. 39 (act. 36), p. 100 (act. 4), p. 107 (act. 25), p. 150 (act. 5), p. 158 (act. 22), p. 204 (act. 17), p. 207 (act. 26), p. 224 (act. 4), p. 226 (act. 14), p. 229 (act. 20), p. 241 (act. 52), p. 246 (act. 5), p. 248 (act. 9), p. 255 (act. 31), p. 269 (act. 2), p. 271 (act. 6), p. 275 (act. 18), p. 293 (act. 2), p. 296 (act. 11), p. 311 (act. 50), p. 317 (act. 10), p. 321 (act. 26), p. 339 (act. 10), p. 361 (act. 10), p. 364 (act. 17), p. 398 (act. 58), p. 399 (act. 65)