

Instructional Material Program: DAVVERO 1

Maryland World-Readiness Standards for Learning Languages

LEVEL: NOVICE LOW TO NOVICE HIGH

STANDARD 1: COMMUNICATION

Learners communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

1.a INTERPERSONAL COMMUNICATION:

Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

p. 21 (act. 2, 3), p. 22 (act. 5), p. 24 (act. 10), p. 25 (act. 12, 13), p. 26 (act. 16), p. 28, p. 29 (act. 3), p. 30 (act. 5, 6, 8), p. 31 (act. 10, 11, 11a, 11b, 11c), p. 32 (act. 14), p. 33 (act. 16, 17), p. 35 (act. 19, 20, 20a, 20b, 20c), p. 36 (act. 21, 23, 24, 25, 26), p. 37 (act. 27, 30, Adesso tocca a te!), p. 39 (act. 36), p. 42 (act. 37, 38, 39, 40, 41, 42, 43, 44, 45, 46), p. 43 (act. 47, 48, 49), p. 44 (act. Write down the reasons why you study Italian), p. 46 (act. 50, 51, 52, 53, 54), p. 47 (act. 55, 56, 57), p. 49 (act. 58, 60), p. 50 (act. CF1, CF2, CF3, CF4, CF1, CF2, CF3), p. 51 (act. 1, 3), p. 53 (act. 6), p. 54 (act. 7, 8, 9, 10), p. 55 (act. 12, 13, 13a, 13b, 13c), p. 56 (act. 15, 16), p. 57 (act. 18, 19, 19a, 19b), p. 59 (act. 22, 23), p. 60 (act. 24), p. 61 (act. 27, 27a, 27b, 27c, 27d), p. 62 (act. 28), p. 63 (act. 31, 32), p. 66 (act. 33, 34, 35, 36, 37, 38, 39), p. 67 (act. 41, 42, 43), p. 70 (act. 44, 45, 46, 47, 48), p. 71 (act. 49, 50, 51, 52), p. 73 (act. 53, 54, 55, 56), p. 74 (act. CF1, CF2, CF3), p. 75 (act. 1, 3), p. 76 (act. 5), p. 77 (act. 7), p. 78 (act. 9), p. 79 (act. 11, 11a, 11b, 11c, 11d), p. 81 (act. 14, 16, 17, 17a, 17b), p. 83 (act. 19, 20, 21, 22), p. 84 (act. 23), p. 85 (act. 24, 25, 25a, 25b, 25c, 25d), p. 87 (act. 29, 30, 31), p. 90 (act. 32, 33, 34, 35, 35, 37, 38), p. 91 (act. 30, 40), p. 93 (act. Write adjectives to describe your personality), p. 94 (act. 42, 43, 44, 45, 46, 47), p. 95 (act. 48, 49, 50), p. 97 (act. 51, 52, 53, 54), p. 98 (act. CF1, CF2, CF3), p. 99 (act. 1, 3), p. 100 (act. 4, 5, 6), p. 101 (act. 7, 8), p. 102 (act. 9, 10, 11), p. 103 (act. 13, 13a, 13b, 13c), p. 104 (act. 14, 17), p. 105 (act. 19, 21, 22, 22a, 22b, 22c), p. 106 (act. 23), p. 107 (act. 24, 25, 26, 27), p. 108 (act. 28, 29), p. 109 (act. 30, 30a, 30b, 30c), p. 111 (act. 35, 36), p. 114 (act. 37, 38, 39, 40, 41, 42, 43), p. 115 (act. 45), p. 118 (act. 47, 48, 49, 50, 51), p. 119 (act. 53, 54, 55, 56), p. 121 (act. 57, 59), p. 122 (act. CF1, CF2, CF3, CF1, CF2, CF3), p. 123 (act. 1, 3), p. 124 (act. 4, 5), p. 125 (act. 6), p. 126 (act. 7, 8, 9), p. 127 (act. Adesso tocca a te!), p. 129 (act. 14, 15), p. 130 (act. 16, 17, 18, 19), p. 131 (act. 20, 21, 21a, 21b, 21c), p. 132 (act. 22, 23), p. 133 (act. 24, 25), p. 134

(act. 28), p. 137 (act. 33, 34, 35), p. 140 (act. 36, 37, 38, 39, 40, 41), p. 141 (act. 42, 43, 44), p. 144 (act. 45, 46, 47, 48), p. 145 (act. 49, 50, 51), p. 147 (act. 52, 53, 55, 56), p. 148 (act. CF1, CF2, CF3), p. 149 (act. 1, 2), p. 150 (act. 5), p. 151 (act. 6), p. 152 (act. 8), p. 153 (act. 9, 10, 11, 11a, 11b, 11c), p. 154 (act. 12), p. 156 (act. 14, 15, 16), p. 157 (act. 18, 19, 19a, 19b, 19c), p. 159 (act. 20, 21, 22), p. 159 (act. 23, 24, 25, 26, 27, 27a, 27b), p. 161 (act. 31, 32, 33, 34), p. 164 (act. 35, 36, 37, 38, 39, 40), p. 165 (act. 41, 42, 43), p. 166, p. 168 (act. 44, 45, 46), p. 169 (act. 47, 48, 49, 50), p. 171 (act. 51, 52, 53), p. 172 (act. CF1, CF2, CF3, CF1, CF2, CF3), p. 173 (act. 1, 3), p. 174 (act. 4), p. 175 (act. 5), p. 176 (act. 6, 7, 8), p. 177 (act. 9a, 9b, 9c, 9d, 9e), p. 179 (act. 11, 12, 13, 14), p. 181 (act. 16, 17, 18), p. 182 (act. 19), p. 183 (act. 21, 22), p. 185 (act. 24, 25, 26a, 26b, 26c, 26d, 27, 29), p. 187 (act. 31, 32), p. 190 (act. 33, 34, 35, 36, 37, 38, 39), p. 191 (act. 40), p. 194 (act. 43, 44, 45, 46, 47), p. 195 (act. 48, 49, 50), p. 197 (act. 51, 53, 55), p. 198 (act. CF1, CF2, CF3), p. 199 (act. 1, 2), p. 201 (act. 5, 8), p. 202 (act. 9, 11), p. 203 (act. 12, 13, Adesso tocca a te!), p. 204 (act. 15, 17, 18), p. 205 (act. 19, 21, 22, 23, Adesso tocca a te!), p. 206 (act. 24), p. 207 (act. 25, 26, 27), p. 208 (act. 29), p. 209 (act. 31, 32), p. 210 (act. 33, 34), p. 211 (act. 35, 37), p. 214 (act. 38, 39, 40, 41, 42, 43, 44), p. 215 (act. 45, 46, 47), p. 218 (act. 48, 49, 50, 51, 52), p. 219 (act. 53, 54, 55), pp. 220-221 (act. 57, 58), p. 221 (act. 61), p. 222 (act. CF: Descrivere il regalo piu bello e oi brutto), p. 223 (act. 1, 3), p. 224 (act. 5, 6, 8), 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. 230 (act. 23), p. 231 (act. 24, 25, 26, 27, 29), p. 232 (act. 32), p. 233 (act. 33), p. 236 (act. 36, 37, 38, 49, 40, 41, 42), p. 237 (act. 43, 44, 45), p. 240 (act. 46, 47, 48, 49, 50, 51), p. 241 (act. 52, 53), pp. 242-243 (act. 56), p. 243 (act. 58), 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. 17), p. 252 (act. 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. 260 (act. 40, 41, 42, 43, 44, 45), p. 261 (act. 47), p. 264 (act. 48, 49, 50, 51, 52), p. 265 (act. 53, 54, 55), p. 267 (act. 56, 58), p. 269 (act. 1, 2, 3), p. 271 (act. 5), p. 272 (act. 7, 8, 9), p. 273 (act. 11, 12, Adesso tocca a te!), p. 274 (act. 13, 14), p. 275 (act. 15, 16, 17, 18, 21), pp. 276-277 (act. 22), p. 278 (act. 24), p. 279 (act. 25, 27), p. 281 (act. 31, 32), p. 284 (act. 34, 35, 36, 37, 38, 39), p. 285 (act. 40, 41, 42), p. 288 (act. 43, 44, 45), p. 289 (act. 46, 47, 48, 49), p. 291 (act. 50, 54), p. 292 (act. CF: Fare un cartellone con i ricordi della scuola primaria), p. 293 (act. 2, 3), p. 294 (act. 4, 6), p. 295 (act. 7, 9, 10, Adesso tocca a te!), p. 296 (act. 11, 12), p. 297 (act. 14, 15), p. 198 (act. 16, 17, 18), p. 299 (act. 20, 21, 22), p. 300 (act. 24), p. 301 (act. 25, 26), p. 303 (act. 30, 31), p. 306 (act. 32, 33, 34, 35, 36, 37, 38), p. 307 (act. 39, 40, 41), p. 310 (act. 42, 43, 44, 45, 46), p. 311 (act. 47, 48, 49, 50), p. 313 (act. 51, 52, 53), p. 314 (act. CF: Creare uno spazio virtuale della classe in cui offrire servizi, CF: Presentare

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| | <p>un'attività fai da te che ti piace o che ti piacerebbe imparare), p. 315 (act. 1, 3), p. 316 (act. 4, 5, 6), p. 317 (act. 8, 9, 10, Adesso tocca a te!), p. 318 (act. 14), p. 319 (act. 15, 16, 17, 18, 20, Adesso tocca a te!), p. 321 (act. 23, 24, 25), p. 323 (act. 29, 30, 32, Adesso tocca a te!), p. 325 (act. 36, 37), p. 328 (act. 38, 39, 40, 41, 42, 43), p. 332 (act. 47, 48, 49, 50, 51), p. 333 (act. 52, 53), p. 335 (act. 55, 58), p. 336 (act. CF: Scambiarsi consigli sulla gestione del tempo, CF: Immaginare e presentare una società del futuro funzionale e sana), p. 337 (act. 1, 3), p. 338 (act. 4, 5), p. 339 (act. 6, 7, 8, 9, 10, 10a, 10b), p. 340 (act. 11), p. 341 (act. 13, 14, 16, 16a, 16b), p. 342 (act. 17, 18), p. 343 (act. 19, 20, 21, 22), p. 24, 25), p. 345 (act. 25, 26, 27, 27a, 27b, 27c), p. 347 (act. 30, 31, 32, 33), p. 350 (act. 34, 35, 36, 37, 38, 39), p. 351 (act. 40, 41, 42), p. 354 (act. 43, 44, 45, 46, 47), p. 355 (act. 48, 49), p. 357 (act. 50, 53), p. 358 (act. CF1, CF2, CF3, CF4, CF5, CF1, CF2, CF3, CF4, CF5), p. 359 (act. 1, 3), p. 360 (act. 4, 5, 7), p. 361 (act. 8, 9, 11, 12, Adesso tocca a te!), p. 362 (act. 13), p. 363 (act. 14, 16, 17, 18), p. 365 (act. 20, 21, Adesso tocca a te!), p. 366 (act. 22, 24, 26), p. 367 (act. 28, 30, Adesso tocca a te!), p. 368 (act. 32, 34), p. 369 (act. 37), p. 372 (act. 38, 39, 40, 41, 42, 43, 44), p. 376 (act. 48, 49, 50, 51), p. 377 (act. 52, 53, 54), p. 379 (act. 55, 57), p. 380 (act. CF: Descrivere varie tipologie di turisti, CF: Raccontare un'esperienza di viaggio particolare o memorabile), p. 381 (act. 1, 2, 3), p. 382 (act. 5, 6, 8), p. 383 (act. 9, 10, 11, 13, 14, 15a, 15b), p. 384 (act. 16, 17, 18, 19, 20), p. 385 (act. 21, 22, 24, 25, 25a, 25b), p. 386 (act. 26, 28), p. 387 (act. 29, 30, 31), p. 388 (act. 32, 33, 34, 35), p. 389 (act. 38, 39, 40, 40a, 40b, 40c, 40d), p. 390 (act. 43), p. 391 (act. 44, 45, 46), p. 394 (act. 47, 48, 49, 50, 51, 52), p. 395 (act. 53, 54, 55), p. 398 (act. 56, 57, 58, 59, 60, 61), p. 399 (act. 62, 63, 64, 65), p. 401 (act. 66, 67, 68, 70), p. 402 (act. CF, CF2, CF3)</p> |
| <p>1.b INTERPRETIVE COMMUNICATION: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> | <p>p. 21 (act. 1, 2), p. 22 (act. 4), p. 23 (act. 6, 7), p. 24 (act. 8, 9, 11), p. 25 (act. 12, 13), p. 26 (act. 14, 15, 16, 17), p. 29 (act. 1, 2), p. 30 (act. 4, 7, 8), p. 31 (act. 9), p. 32 (act. 12, 13, 14), p. 33 (act. 15), p. 34 (act. 18), p. 36 (act. 21, 22), p. 37 (act. 28, 29), p. 38 (act. 31, 32), p. 39 (act. 33, 34, 35), p. 43 (act. 47, 48, 49), p. 47 (act. 57), p. 49 (act. 58, 59), p. 51 (act. 1, 2), p. 52 (act. 4, 5.1, 5.2), p. 53 (act. 3, 4, 5), p. 54 (act. 11), p. 56 (act. 14), p. 57 (act. 17), p. 58 (act. 20, 21), p. 59 (act. 23), p. 60 (act. 25), p. 61 (act. 26), p. 62 (act. 28, 29), p. 63 (act. 30), p. 67 (act. 40, 41, 42, 43), p. 71 (act. 51), p. 75 (act. 1, 2), p. 76 (act. 4), p. 77 (act. 6), p. 78 (act. 8), p. 79 (act. 10), p. 80 (act. 12, 13), p. 81 (act. 15), p. 82 (act. 18), p. 83 (act. 20), p. 84 (act. 23), p. 86 (act. 26, 27), p. 87 (act. 28), p. 91 (act. 39, 40, 41), p. 95 (act. 50), p. 97 (act. 51), p. 99 (act. 1, 2), p. 100 (act. 4, 6), p. 101 (act. 7), p. 103 (act. 12), p. 104 (act. 15, 16), p. 105 (act. 18, 20), p. 107 (act. 23, 25), p. 108 (act. 29), p. 110 (act. 31, 32), p. 111 (act. 33, 34), p. 115 (act. 44, 46), p. 119 (act. 55, 56), p. 121 (act. 58), p. 123 (act. 1, 2), p. 124 (act. 4), p. 125 (act. 6), p. 127 (act. 10, 11), p. 128 (act. 12), p. 129 (act. 13), p. 130 (act. 17),</p> |

p. 132 (act. 23), p. 133 (act. 26), p. 134 (act. 27), p. 135 (act. 29), p. 136 (act. 30, 31), p. 137 (act. 32), p. 141 (act. 42, 43, 44), p. 145 (act. 51), p. 147 (act. 52, 53, 54, 56), p. 149 (act. 3), p. 150 (act. 4), p. 151 (act. 7), p. 152 (act. 8), p. 154 (act. 12), p. 155 (act. 13), p. 157 (act. 17), p. 158 (act. 20, 21, 22), p. 159 (act. 26), p. 160 (act. 29, 30), p. 165 (act. 41, 42, 43), p. 169 (act. 50), p. 171 (act. 52), p. 173 (act. 1, 2), p. 175 (act. 5), p. 177 (act. 9), p. 178 (act. 10), p. 180 (act. 15), p. 182 (act. 19, 20), p. 183 (act. 21), p. 184 (act. 23), p. 185 (act. 26), p. 186 (act. 27, 28), 187 (act. 30), p. 191 (act. 40, 41, 42), p. 195 (act. 50), p. 197 (act. 51, 52, 54), p. 200 (act. 3, 4), p. 201 (act. 6, 7), p. 202 (act. 10), p. 204 (act. 14, 16), p. 205 (act. 20), p. 206 (act. 24), p. 208 (act. 28), p. 209 (act. 30), p. 210 (act. 33), p. 211 (act. 36), p. 215 (act. 45, 46, 47), p. 219 (act. 56), pp. 220-221 (act. 57, 58), p. 221 (act. 59, 60), p. 223 (act. 1, 2), p. 224 (act. 4, 5, 6, 7), p. 225 (act. 10, 11, 12), p. 226 (act. 14), p. 227 (act. 15, 16), p. 228 (act. 18), p. 229 (act. Adesso tocca a te!), p. 230 (act. 22, 23), p. 231 (act. 28), p. 232 (act. 30, 31), p. 233 (act. 34, 35), p. 237 (act. 43, 44, 45), p. 240 (act. 51), p. 241 (act. 54), pp. 242-243 (act. 55, 56, 57), p. 244 (act. CF: Presentare tre cose indispensabili nel tuo Paese), p. 245 (act. 1, 2), p. 246 (act. 5), p. 247 (act. 6, 7), p. 248 (act. 9), p. 249 (act. 11, 12), p. 250 (act. 13), p. 251 (act. 16), p. 252 (act. 18), p. 253 (act. 22, 23, Adesso tocca a te!), p. 254 (act. 25), p. 255 (act. 29, 32), p. 256 (act. 34, 35), p. 257 (act. 36, 39), p. 261 (act. 46, 47), p. 265 (act. 55), pp. 266-267 (act. 57), p. 268 (act. CF: Arredare gli spazi di una scuola, CF: Preparare una presentazione per confrontare il design di varie epoche), p. 270 (act. 4), p. 271 (act. 5, 6), p. 272 (act. 10), p. 274 (act. 14), p. 275 (act. 15, 19, 20), pp. 276-277 (act. 22), p. 278 (act. 23), p. 279 (act. 26), p. 280 (act. 28, 29, 30), p. 285 (act. 40, 41, 42), p. 288 (act. 45), p. 289 (act. 49), pp. 290-291 (act. 51), p. 291 (act. 52, 53), p. 293 (act. 1, 3), p. 294 (act. 5), p. 295 (act. 7, 8), p. 296 (act. 12, 13), p. 297 (act. 14, 15, Adesso tocca a te!), p. 298 (act. 18), p. 29 (act. 19, 20), p. 300 (act. 23, 24), p. 301 (act. 26), p. 302 (act. 27, 28), p. 303 (act. 29, 30), p. 307 (act. 39, 40, 41), p. 311 (act. 49), p. 313 (act. 52), p. 315 (act. 1, 2), p. 316 (act. 5), p. 317 (act. 7, 11), p. 318 (act. 12, 13, 14), p. 319 (act. 15, 17, 19), p. 320 (act. 21, 22), p. 321 (act. 23, 24, 26), p. 322 (act. 27, 28), p. 323 (act. 31), p. 324 (act. 33, 34), p. 325 (act. 35), p. 329 (act. 44, 45, 46), p. 333 (act. 53, 54), p. 335 (act. 56, 57), p. 336 (act. CF: Immaginare e presentare una società del futuro funzionale e sana), p. 337 (act. 1, 2), p. 338 (act. 4), p. 339 (act. 6, 10), p. 340 (act. 12), p. 341 (act. 15), p. 342 (act. 18), p. 344 (act. 24), p. 346 (act. 28, 29), p. 351 (act. 40, 41, 42), p. 355 (act. 49), p. 357 (act. 51, 52), p. 359 (act. 1, 2), p. 360 (act. 5, 6), p. 361 (act. 9, 10, 11), p. 362 (act. 13), p. 363 (act. 14), p. 364 (act. 15, 17), p. 365 (act. 19, 20), p. 366 (act. 22, 23, 24, 25), p. 367 (act. 27, 28, 29, 30, 31), p. 368 (act. 32, 33), p. 369 (act. 35, 36, 37), p. 373 (act. 45, 46, 47), p. 376 (act. 48, 49, 50, 51), p. 377 (act. 52, 53, 54), p. 379 (act. 56, 58), p. 380 (act. CF: Descrivere varie tipologie di turisti),

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| | <p>p. 381 (act. 1, 2), p. 382 (act. 4, 6, 7), p. 383 (act. 9, 12, 15), p. 384 (act. 16, 17, 18), p. 385 (act. 21, 22, 23), p. 386 (act. 27), p. 387 (act. 29), p. 388 (act. 32, 36), p. 389 (act. 37, 38, 39), p. 390 (act. 41, 42), p. 395 (act. 53, 54, 55), p. 399 (act. 62, 64), p. 401 (act. 67, 69)</p> |
| <p>1.c PRESENTATIONAL COMMUNICATION: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> | <p>p. 37 (act. Adesso tocca a te!), p. 50 (act. CF1, CF2, CF3, CF4), p. 55 (act. 13c), p. 61 (act. 27), p. 63 (act. 32), p. 74 (act. CF3, CF1, CF2, CF3), p. 98 (act. CF1, CF2, CF3, CF4), p. 122 (act. CF1, CF2, CF3), p. 135 (act. 29a, 29b, 29c), p. 137 (act. 35), p. 148 (act. CF1, CF2, CF3, CF1, CF2, CF3), p. 172 (act. CF1, CF2, CF3, CF1, CF2, CF3), p. 181 (act. 18a, 18b, 18c, 18d, 18e), p. 187 (act. 32), p. 198 (act. CF1, CF2, CF3), p. 209 (act. Adesso tocca a te!), p. 222 (act. CF: Scegliere un regalo per un compagno), p. 231 (act. Adesso tocca a te!), p. 244 (act. CF: Presentare un compagno di classe), p. 253 (act. Adesso tocca a te!), p. 267 (act. 59), p. 268 (act. CF: Arredare gli spazi di una scuola, CF: Preparare una presentazione per confrontare il design di varie epoche), p. 275 (act. Adesso tocca a te!), p. 279 (act. Adesso tocca a te!), p. 281 (act. 33), p. 291 (act. 54), p. 292 (act. CF: Preparare la presentazione di una decada della moda nel tuo Paese), p. 295 (act. 10, Adesso tocca a te!), p. 301 (act. Adesso tocca a te!), p. 313 (act. 54), p. 314 (act. CF: Creare uno spazio virtuale della classe in cui offrire servizi, CF: Presentare un'attività fai da te che ti piace o che ti piacerebbe imparare), p. 317 (act. 11), p. 319 (act. Adesso tocca a te!), p. 323 (act. Adesso tocca a te!), p. 336 (act. CF: Scambiarsi consigli sulla gestione del tempo, CF: Immaginare e presentare una società del futuro funzionale e sana), p. 361 (act. Adesso tocca a te!), p. 365 (act. Adesso tocca a te!), p. 367 (act. Adesso tocca a te!), p. 379 (act. 59), p. 380 (act. CF: Descrivere varie tipologie di turisti, CF: Raccontare un'esperienza di viaggio particolare o memorabile), p. 383 (act. 10), p. 385 (act. 25), p. 387 (act. 31), p. 389 (act. 40a, 40b, 40c), p. 391 (act. 46), p. 401 (act. 70), p. 402 (act. CF1, CF2, CF3)</p> |
| <p>STANDARD 2: CULTURES Interact with cultural competence and understanding.</p> | |
| <p>2.a RELATING CULTURAL PRACTICES TO PERSPECTIVES: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> | <p>p. 97 (act. 51, 52, 53), p. 121 (act. 57), p. 125 (act. 6), p. 132 (act. 23), pp. 242-243 (act. 55, 56, 57), p. 335 (act. 56, 57), p. 360 (act. 5), p. 382 (act. 6), p. 383 (act. 12), p. 384 (act. 17), p. 385 (act. 21), p. 387 (act. 29), p. 388 (act. 36), p. 401 (act. 67)</p> |

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| <p>2.b RELATING CULTURAL PRODUCTS TO PERSPECTIVES: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> | <p>p. 49 (act. 58, 59, 60), p. 106 (act. 23), p. 135 (act. 29), p. 147 (act. 52, 53), p. 149 (act. 1), p. 150 (act. 4), p. 152 (act. 8), p. 154 (act. 12), p. 159 (act. 27a, 27b), p. 171 (act. 52), 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. 249 (act. 11), p. 250 (act. 13), p. 267 (act. 59), p. 268 (act. CF: Preparare una presentazione per confrontare il design di varie epoche), p. 270 (act. 4), p. 281 (act. 33), p. 313 (act. 51, 52, 53), p. 357 (act. 50, 53), p. 379 (act. 56), p. 382 (act. 5), p. 386 (act. 26), p. 387 (act. 29), p.401 (act. 67)</p> |
| <p>STANDARD 3: CONNECTIONS Learners connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.</p> | |
| <p>3.a Learners use the language to function in academic and career-related situations.</p> | <p>p. 278 (act. 23, 24)</p> |
| <p>3.b Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p> | <p>p. 97 (act. 54), p. 121 (act. 59), p. 130 (act. 16), p. 137 (act. 32, 33, 34, 35), p. 147 (act. 55), p. 174 (act. 4), p. 244 (act. CF: Presentare tre cose indispensabili nel tuo Paese), p. 281 (act. 31), p. 339 (act. 6), p. 342 (act. 18), p. 347 (act. 33), p. 382 (act. 4, 5, 6, 7), p. 383 (act. 10, 14, 15a, 15b), p. 384 (act. 16, 17, 20), p. 385 (act. 21, 23), p. 386 (act. 26), p. 387 (act. 29, 31), p. 388 (act. 32), p. 389 (act. 40, 40a, 40b, 40c), p. 390 (act. 43), p. 391 (act. 45, 46), p. 401 (act. 66, 67, 68)</p> |
| <p>3.c Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p> | <p>p. 49 (act. 58), p. 73 (act. 53, 54), p. 77 (act. 6), p. 97 (act. 51), p. 100 (act. 4), p. 104 (act. 15), p. 121 (act. 57), p. 125 (act. 6), p. 132 (act. 23), p. 135 (act. 29a, 29b, 29c), p. 147 (act. 56), p. 148 (act. CF1, CF2), p. 152 (act. 8), p. 154 (act. 12), p. 159 (act. 27a, 27b), p. 171 (act. 52), p. 174 (act. 4), p. 175 (act. 5), p. 183 (act. 22), p. 186 (act. 27), p. 197 (act. 51, 54), pp. 276-277 (act. 22), p. 278 (act. 23), p. 313 (act. 53), p. 317 (act. Adesso tocca a te!), p. 346 (act. 28, 29), p. 357 (act. 50, 53), p. 361 (act. Adesso tocca a te!), p. 369 (act. 37), p. 379 (act. 56), p. 382 (act. 6), p. 383 (act. 12), p. 384 (act. 17), p. 387 (act. 29), p. 401 (act. 67)</p> |

STANDARDS 4: COMPARISONS

Learners develop insight into the nature of language and culture in order to interact with cultural competence.

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| <p>4. a CULTURAL COMPETENCE: Learners interact with cultural competence.</p> | <p>p. 50 (act. CF 1, 2, 3, 4), p. 272 (act. 9), p. 301 (act. Adesso tocca a te!), p. 335 (act. 58)</p> |
| <p>4.a LANGUAGE COMPARISONS: Learners use the language to investigate, explain and reflect on the nature of language through comparisons of the language studied and their own.</p> | <p>p. 31 (act. 11a, 11b, 11c), p. 32 (act. 14), p. 35 (act. 20), p. 39 (act. 36), p. 46 (act. 51), p. 47 (act. 57), p. 71 (act. 51), p. 95 (act. 50), p. 100 (act. 4), p. 102 (act. 10), p. 105 (act. 18), p. 145 (act. 51), p. 150 (act. 5), p. 169 (act. 50), p. 176 (act. 6), p. 204 (act. 17), p. 207 (act. 26), p. 219 (act. 56), p. 223 (act. 4), p. 226 (act. 14), p. 229 (act. 20), p. 241 (act. 52, 54), p. 246 (act. 5), p. 248 (act. 9), p. 251 (act. 17), p. 255 (act. 31), p. 265 (act. 55), p. 269 (act. 2), p. 271 (act. 6), p. 275 (act. 17, 18), pp. 276-277 (act. 22), p. 289 (act. 49), p. 311 (act. 50), p. 321 (act. 26), p. 339 (act. 10), p. 345 (act. 26), p. 355 (act. 49), p. 361 (act. 10), p. 377 (act. 54), p. 399 (act. 65)</p> |
| <p>4.B CULTURAL COMPARISONS: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p> | <p>p. 32 (act. 14), p. 39 (act. 36), p. 73 (act. 53), p. 97 (act. 54), p. 100 (act. 4), p. 109 (act. 30a, 30b, 30c), p. 121 (act. 57, 59), p. 127 (act. Adesso tocca a te), p. 130 (act. 19), p. 133 (act. 25), p. 135 (act. 29a, 29b, 29c), p. 137 (act. 35), p. 148 (act. CF1, CF2, CF3, CF1, CF2, CF3), p. 179 (act. 14), p. 201 (act. 5), p. 211 (act. 37), p. 221 (act. 61), p. 225 (act. 12), pp. 242-243 (act. 55), p. 244 (act. CF: Presentare tre cose indispensabili nel tuo Paese), p. 268 (act. CF: Preparare una presentazione per confrontare il design di varie epoche), p. 279 (act. 27), p. 313 (act. 54), p. 317 (act. Adesso tocca a te!), p. 325 (act. 37), p. 347 (act. 30), p. 379 (act. 59), p. 382 (act. 6), p. 383 (act. 14), p. 384 (act. 17)</p> |

STANDARD 5: COMMUNITIES

Learners communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

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| <p>5.a SCHOOL AND GLOBAL COMMUNITIES: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p> | <p>p. 50 (act. CF1, CF2, CF3, CF4, CF1, CF2, CF3), p. 74 (act. CF1, CF2, CF3, CF1, CF2, CF3), p. 98 (act. CF1, CF2, CF3, CF4), p. 122 (act. CF1, CF2, CF3, CF1, CF2, CF3), p. 127 (act. Adesso tocca a te), p. 131 (act. 21a, 21b, 21c), p. 135 (act. 29a, 29b, 29c), p. 148 (act. CF1, CF2, CF3, CF1, CF2, CF3), p. 172 (act. CF1, CF2, CF3, CF1, CF2, CF3), p. 177 (act. 9a, 9b, 9c, 9d, 9e), p. 181 (act. 18a, 18b, 18c, 18d, 18e), p. 185 (act. 26a, 26b, 26c, 26d), p. 198 (act. CF1, CF2, CF3, CF1, CF2, CF3), p. 314 (act. CF: Creare uno spazio virtuale della classe in cui offrire servizi, CF: Presentare un'attività fai da te che ti piace o che ti piacerebbe imparare), p. 335 (act. 58), p. 358 (act. CF1, CF2, CF3, CF4, CF5, CF1, CF2, CF3, CF4, CF5), p. 383 (act. 12, 14, 15a, 15b), p. 384</p> |
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| | <p>(act. 17, 18, 20), p. 385 (act. 21, 25, 25a, 25b), p. 386 (act. 26), p. 387 (act. 29, 31), p. 388 (act. 32), p. 389 (act. 40, 40a, 40b, 40c), p. 390 (act. 43), p. 391 (act. 45, 46), p. 401 (act. 66, 68), p. 402 (act. CF1, CF2, CF3, CF1, CF2, CF3)</p> |
| <p>5.b LIFELONG LEARNING: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p> | <p>p. 37 (act. Adesso tocca a te!), p. 50 (act. CF1, CF2, CF3, CF4, CF1, CF2, CF3), p. 74 (act. CF1, CF2, CF3, CF1, CF2, CF3), p. 98 (act. CF1, CF2, CF3, CF4), p. 172 (act. CF1, CF2, CF3, CF1, CF2, CF3), p. 177 (act. 9a, 9b, 9c, 9d, 9e), p. 181 (act. 18a, 18b, 18c, 18d, 18e), p. 185 (act. 26a, 26b, 26c, 26d), p. 198 (act. CF1, CF2, CF3, CF1, CF2, CF3), p. 296 (act. 12), p. 313 (act. 53), p. 336 (act. CF: Immaginare e presentare una società del futuro funzionale e sana), p. 338 (act. 4), p. 358 (act. CF1, CF2, CF3, CF4, CF5, CF1, CF2, CF3, CF4, CF5), p. 380 (act. CF: Raccontare un'esperienza di viaggio), p. 382 (act. 4, 5, 6, 7), p. 383 (act. 10, 12, 14, 15a, 15b), p. 384 (act. 16, 17, 20), p. 385 (act. 21, 25, 25a, 25b), p. 386 (act. 26), p. 387 (act. 29, 31), p. 388 (act. 32), p. 389 (act. 40, 40a, 40b, 40c), p. 390 (act. 43), p. 391 (act. 45, 46), p. 401 (act. 66, 68), p. 402 (act. CF1, CF2, CF3, CF1, CF2, CF3)</p> |