

Instructional Material Program: DAVVERO 1

2016 Mississippi World Languages Framework

LEVEL: NOVICE LOW TO NOVICE HIGH

COMMUNICATION

1. INTERPERSONAL

Communicate on very familiar topics using a variety of words and phrases that have been practiced and memorized.

- Engage in greetings and introductions.
- Ask and answer a variety of simple questions.
- Communicate basic information about myself and people I know.
- Communicate basic information about everyday life.
- Exchange information using texts, graphs, or pictures.

p. 21 (act. 2, 3), p. 22 (act. 5), p. 25 (act. 12, 13), (act. 16), p. 29 (act. 1, 3), p. 30 (act. 5, 6, 8), p. 31 (act. 10, 11, Adesso tocca a te!), p. 32 (act. 14), p. 33 (act. 16, 17), p. 35 (act. 19, 20, Adesso tocca a te!), p. 36 (act. 21, 23-26), p. 37 (act. 27, 30, Adesso tocca a te!), p. 39 (act. 36), p. 42 (act. 37-46), p. 43 (act. 47, 48, 49), p. 44 (act. Write down the reasons why you study Italian), p. 46 (act. 50-54), p. 47 (act. 5-7), p. 49 (act. 58, 60), p. 50 (act. CF Realizzare un fotoromanzo su saluti e presentazioni), p. 51 (act. 1, 3), p. 53 (act. 6), p. 54 (act. 7-10), p. 55 (act. 12, 13, Adesso tocca a te!), p. 56 (act. 15, 16), p. 57 (act. 18, 19, Adesso tocca a te!), p. 59 (act. 22, 23), p. 60 (act. 24), p. 61 (act. 27, Adesso tocca a te!), p. 62 (act. 28), p. 63 (act. 31, 32), p. 66 (act. 33-39), p. 67 (act. 41, 42, 43), p. 70 (act. 44-48), p. 71 (act. 49-52), p. 73 (act. 5-6), p. 74 (act. CF Presentare i modelli di famiglia del proprio Paese), p. 75 (act. 1, 3), p. 76 (act. 5), p. 77 (act. 7), p. 78 (act. 9), p. 79 (act. 11, Adesso tocca a te!), p. 81 (act. 14, 16, 17, Adesso tocca a te!), p. 83 (act. 19, 20, 21, 22), p. 84 (act. 23), p. 85 (act. 24, 25, Adesso tocca a te!), p. 87 (act. 29-31), p. 90 (act. 32-38), p. 91 (act. 39, 40), p. 93 (act. Write adjectives to describe your personality), p. 94 (act. 42-47), p. 95 (act. 48-50), p. 97 (act. 51-54), p. 98 (act. CF Fare un'infografica su gusti e preferenze della classe), p. 99 (act. 1, 3), p. 100 (act. 4-6), p. 101 (act. 7, 8), p. 102 (act. 9, 11), p. 103 (act. 13, Adesso tocca a te!), p. 104 (act. 14, 17), p. 105 (act. 19, 21, 22, Adesso tocca a te!), p. 106 (act. 23), p. 107 (act. 24-27), p. 108 (act. 28, 29), p. 109 (act. 30, Adesso tocca a te!), p. 111 (act. 35, 36), p. 114 (act. 37-43), p. 115 (act. 45), p. 118 (act. 47-51), p. 119 (act. 52-56), p. 121 (act. 57, 59), p. 122 (act. CF Fare la lista delle cose che vi rendono felici la domenica), p. 123 (act. 1, 3), p. 124 (act. 4), p. 125 (act. 6), p. 126 (act. 7-9), p. 127 (act. Adesso tocca a te!), p. 129 (act. 14, 15), p. 130 (act. 16-18), p. 131 (act. 20, 21, Adesso tocca a te!), p. 132 (act. 22, 23), p. 133 (act. 24, 25), p. 134 (act. 28), p. 137 (act. 33-35), p. 140 (act. 36-41), p. 141 (act. 42-44), 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 consumo alimentare), p. 149 (act. 1, 2), p. 150 (act. 5), p. 151 (act. 6), p. 152 (act. 8), p. 153 (act. 9-11, Adesso tocca a te!), p. 154 (act. 12), p. 156 (act. 14-16), p. 157 (act. 18, 19, Adesso tocca a te!), p. 158 (act. 20-22), p. 159 (act. 23- 27, Adesso tocca a te!), p. 161 (act. 31-34), p. 164 (act. 35-40), p. 165 (act. 41-43), 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, 53), p. 172 (act. CF: Elaborare la linea del tempo della classe; Intervistare un compagno e scrivere il suo CV del 2035), p. 173 (act. 1, 3), p. 174 (act. 4), p. 175 (act. 5), p. 176 (act. 7, 8), p. 179 (act. 11-14), p. 181 (act. 16, 17, 18), p. 182 (act. 19), p. 183 (act. 21, 22), p. 185 (act. 24, 25, Adesso tocca a te!), p. 186 (act. 27, 29), p. 187 (act. 31, 32), p. 190 (act. 33-39), p. 191 (act. 40), p. 194 (act. 43-47), p. 195 (act. 48, 49, 50), p. 197 (act. 51, 53, 55), p. 198 (act. CF: Promuovere una città da visitare), p. 199 (act. 1, 2), p. 200 (act. 3, 4), p. 201 (act. 5, 7, 8), p. 202 (act. 9-11), p. 203 (act. 12, 13, Adesso tocca a te!), p. 204 (act. 15-18), p. 205 (act. 19, 21-23, Adesso tocca a te!), p. 206 (act. 24), p. 207 (act. 25-27), p. 208 (act. 29), p. 209 (act. 31, 32, Adesso tocca a te!), p. 210 (act. 33, 34), p. 211 (act. 35-37), p. 214 (act. 38-44), p. 215 (act. 45, 46), p. 218 (act. 48-52), p. 219 (act. 53-56), p. 221 (act. 57, 58, 60, 61), p. 222 (act. CF: Scegliere un regalo per un compagno), 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, 14), p. 227 (act. 15, 17), p. 228 (act. 18, 19), p. 229 (act. 20, 21, Adesso tocca a te!), p. 230 (act. 22, 23), p. 231 (act. 24-27, 29, Adesso tocca a te!), p. 232 (act. 32), p. 233 (act. 33-35), p. 236 (act. 36-42), p. 237 (act. 44), p. 240 (act. 46-51), p. 241 (act. 52, 53, 54), p. 243 (act. 55-58), p. 244 (act. CF: Presentare un compagno di classe; Presentare tre cose indispensabili nel tuo Paese), p. 245 (act. 2, 3), p. 246 (act. 4, 5), p. 248 (act. 8-10), p. 249 (act. Adesso tocca a te!), p. 250 (act. 13-15), p. 251 (act. 16, 17), 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. 260 (act. 40-45), p. 261 (act. 47), p. 264 (act. 48-52), p. 265 (act. 53-55), p. 267 (act. 56, 58), p. 269 (act. 1-3), p. 271 (act. 5, 6), p. 272 (act. 7-9), p. 273 (act. 11, 12, Adesso tocca a te!), p. 274 (act. 13, 14), p. 275 (act. 15-18, Adesso tocca a te!), p. 276 (act. 22), p. 278 (act. 23, 24), p. 279 (act. 25, 27, Adesso tocca a te!), p. 281 (act. 31-33), p. 284 (act. 34-39), p. 285 (act. 40-42), p. 288 (act. 43-45), p. 289 (act. 46-49), p. 291 (act. 50, 54), p. 292 (act. CF: Fare un cartellone con i ricordi della scuola primaria), p. 293 (act. 1-3), 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, Adesso tocca a te!), p. 298 (act. 16-18), p. 299 (act. 20-22), p. 300 (act. 24), p. 301 (act. 25, 26, Adesso tocca a te!), p. 303 (act. 31), 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. 47-50), p. 313 (act. 51-54), p. 314 (act. CF: Creare uno spazio virtuale della classe in cui offrire servizi), p. 315 (act. 1, 3), p. 316 (act. 4-6), p. 317 (act. 8-11, Adesso tocca a te!), p. 318 (act. 12, 14),

	<p>p. 319 (act. 15-18, 20, Adesso tocca a te!), p. 321 (act. 23-25), p. 322 (act. 28), p. 323 (act. 29-32, Adesso tocca a te!), p. 325 (act. 35-37), p. 328 (act. 38-43), p. 329 (act. 44-46), 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. 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. 25-27, 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 (act. 15-18), p. 365 (act. 20, 21, Adesso tocca a te!), p. 366 (act. 22, 24-26), p. 367 (act. 28-31), p. 368 (act. 32, 34), p. 369 (act. 35-37), p. 372 (act. 38-44), p. 373 (act. 46, 47), p. 376 (act. 48-51), p. 377 (act. 52-54), p. 379 (act. 55, 57, 59), p. 380 (act. CF: Descrivere varie tipologie di turisti), p. 381 (act. 1-3), p. 382 (act. 5, 6, 8), p. 383 (act. 9-11, 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. 29-31), p. 388 (act. 32-35), p. 389 (act. 38-40, Adesso tocca a te!), p. 390 (act. 43), p. 391 (act. 44-46), p. 394 (act. 47-52), p. 395 (act. 53-55), p. 398 (act. 56-61), p. 399 (act. 62-65), p. 401 (act. 66-68, 70), p. 402 (act. CF: Redigere il decalogo civico della classe; CF Scrivere la propria opinione su un tema di civismo)</p>
<p>2. PRESENTATIONAL SPEAKING</p> <p>Present information orally about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.</p> <p>a. Present information about myself and others.</p> <p>b. Express likes, dislikes, and preferences.</p> <p>c. Present information about daily activities and familiar items.</p> <p>d. Present simple information based upon research.</p>	<p>p. 37 (act. Adesso tocca a te!), p. 50 (act. CF: Realizzare un fotoromanzo su saluti e presentazioni), p. 74 (act. CF: Presentare i modelli di famiglia del proprio Paese; Presentare le persone più importanti della tua vita), p. 79 (act. Adesso tocca a te!), p. 98 (act. CF Trovare il/la compagno/a con cui si ha più affinità), p. 130 (act. 19), p. 135 (act. Adesso tocca a te!), p. 148 (act. CF: Fare un'inchiesta sul consumo alimentare; Presentare la spesa tipica del proprio Paese), p. 181 (act. Adesso tocca a te!), p. 249 (act. Adesso tocca a te!), p. 253 (act. Adesso tocca a te!), p. 267 (act. 59), p. 268 (act. CF: Arredare gli spazi di una scuola; Preparare una presentazione per confrontare il design di varie epoche), p. 292 (act. CF: Fare un cartellone con i ricordi della scuola primaria; CF: Preparare la presentazione di una decade della moda nel tuo Paese), p. 313 (act. 54), p. 314 (act. CF: Creare uno spazio virtuale della classe in cui offrire servizi, Presentare un'attività fai da te che ti piace o che ti piacerebbe imparare), p. 380 (act. Descrivere varie tipologie di turisti, CF: Raccontare un'esperienza di viaggio particolare o memorabile), p. 402 (act. CF Redigere il decalogo civico della classe)</p>

<p>3. PRESENTATIONAL WRITING</p> <p>Write short messages and notes on familiar topics related to everyday life.</p> <p>a. Fill out simple forms with basic information.</p> <p>b. Write about myself and others I know.</p> <p>c. Write lists of daily activities.</p> <p>d. Write about something I researched.</p>	<p>p. 31 (act. Adesso tocca a te!), p. 49 (act. 60), p. 50 (act. CF: Creare e compilare un modulo d'iscrizione), p. 103 (act. 13), p. 122 (act. CF: Fare la lista delle cose che vi rendono felici la domenica), p. 127 (act. Adesso tocca a te!), p. 148 (act. Presentare la spesa tipica del proprio Paese), 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. 187 (act. 32), p. 198 (act. CF: Promuovere una città da visitare, Dare informazioni e descrivere un quartiere), p. 222 (act. CF: Descrivere il regalo più bello e più brutto), p. 244 (act. Presentare tre cose indispensabili nel tuo Paese), p. 255 (act. Adesso tocca a te!), p. 268 (act. CF: Arredare gli spazi di una scuola, Preparare una presentazione per confrontare il design di varie epoche), p. 278 (act. 24), p. 281 (act. 33), p. 292 (act. CF: Fare un cartellone con i ricordi della scuola primaria, 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, Presentare un'attività fai da te che ti piace o che ti piacerebbe imparare), p. 316 (act. 6), p. 335 (act. 58), p. 336 (act. CF 1-3), 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. Descrivere varie tipologie di turisti, CF: Raccontare un'esperienza di viaggio particolare o memorabile), p. 383 (act. Adesso tocca a te!), p. 389 (act. 40), p. 401 (act. 70), p. 402 (act. CF: Redigere il decalogo civico della classe, CF: Scrivere la propria opinione su un tema di civismo)</p>
<p>4. INTERPRETIVE LISTENING</p> <p>Understand spoken words, phrases, and simple sentences related to everyday life and recognize pieces of information and the main topic of what is being said.</p> <p>a. Understand simple courtesy phrases.</p> <p>b. Recognize basic information in words and phrases.</p> <p>c. Understand simple questions or statements.</p> <p>d. Understand simple information presented in pictures and graphs.</p>	<p>p. 23 (act. 7), p. 24 (act. 11), p. 26 (act. 14-17), p. 32 (act. 12, 13), p. 34 (act. 18), p. 37 (act. 28), p. 38 (act. 31, 32), p. 39 (act. 33), p. 43 (act. 47-49), p. 47 (act. 57), p. 49 (act. 59), p. 54 (act. 11), p. 61 (act. 26), p. 62 (act. 28, 29), p. 63 (act. 30), p. 67 (act. 40-43), p. 71 (act. 51), p. 78 (act. 8), p. 84 (act. 23), p. 86 (act. 26, 27), p. 87 (act. 28), p. 91 (act. 39-41), p. 95 (act. 50), p. 103 (act. 12), p. 105 (act. 20), 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. 127 (act. 10, 11), p. 133 (act. 26), p. 135 (act. 29), p. 136 (act. 30, 31), p. 137 (act. 32), p. 141 (act. 42-44), p. 145 (act. 51), p. 157 (act. 17), p. 159 (act. 26), p. 160 (act. 28-30), p. 165 (act. 41-43), p. 169 (act. 50), p. 177 (act. 9), p. 185 (act. 26), p. 186 (act. 27, 28), p. 187 (act. 30), p. 195 (act. 50), p. 197 (act. 54), p. 202 (act. 10), p. 209 (act. 30), p. 210 (act. 33), p. 219 (act. 56), p. 221 (act. 59), p. 225 (act. 10, 11), p. 227 (act. 16), p. 231 (act. 28), p. 232 (act. 30, 31), p. 241 (act. 54), p. 249 (act. 11), p. 253 (act. 23), p. 255 (act. 32), p. 256 (act. 34, 35), p. 257 (act. 36), p. 261 (act. 46, 47), p. 265 (act. 52), p. 272 (act. 10), p. 275 (act. 19, 20), p. 279 (act. 26), p. 280 (act. 28-30), p. 285 (act. 40-42), p. 289 (act. 49), p. 291 (act. 52, 53), p. 295 (act. 8), p. 296 (act. 13), p. 299 (act. 19, 20), p. 302 (act. 27, 28), p. 307 (act. 39-41), p. 311 (act. 49), p. 319 (act. 19), p. 321 (act. 23, 24), p. 324 (act. 33, 34), p. 329</p>

	<p>(act. 44-46), p. 333 (act. 53), p. 335 (act. 57), p. 339 (act. 10), p. 341 (act. 15), p. 346 (act. 28, 29), p. 351 (act. 40-42), p. 355 (act. 49), p. 357 (act. 52), p. 361 (act. 11), p. 365 (act. 19), p. 368 (act. 32, 33), p. 369 (act. 35, 36), p. 373 (act. 45-47), p. 377 (act. 54), p. 379 (act. 58), p. 383 (act. 15), p. 385 (act. 23), p. 388 (act. 36), p. 389 (act. 37), p. 390 (act. 41, 42), p. 395 (act. 53-55), p. 399 (act. 64), p. 401 (act. 69)</p>
<p>5. INTERPRETIVE READING</p> <p>Understand familiar words, phrases, and sentences within short and simple texts related to everyday life and understand the main idea of what is being read.</p> <p>a. Recognize words, phrases, and characters when associated with already known material.</p> <p>b. Understand short, simple messages on familiar topics.</p> <p>c. Understand the main idea of published materials.</p> <p>d. Understand simple everyday notices in public places on familiar topics.</p>	<p>p. 21 (act. 1, 2), p. 22 (act. 4), p. 24 (act. 8, 9), p. 29 (act. 1, 2), p. 30 (act. 4, 7, 8), p. 31 (act. 9), p. 32 (act. 14), p. 33 (act. 15), p. 34 (act. 18), p. 36 (act. 21, 22), p. 37 (act. 29), p. 39 (act. 34, 35), p. 49 (act. 58), p. 51 (act. 1, 2), p. 52 (act. 4, 5), p. 56 (act. 14), p. 57 (act. 17), p. 58 (act. 20, 21), p. 59 (act. 23), p. 60 (act. 25), p. 63 (act. 30), p. 75 (act. 1, 2), p. 76 (act. 4), p. 77 (act. 6), p. 79 (act. 10), 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. 101 (act. 7), p. 102 (act. 10), p. 104 (act. 15, 16), p. 105 (act. 18), p. 106 (act. 23), p. 107 (act. 25), p. 108 (act. 29), p. 123 (act. 1, 2), p. 124 (act. 4), p. 125 (act. 6), p. 128 (act. 12), p. 129 (act. 13), p. 130 (act. 17), p. 132 (act. 23), p. 134 (act. 27), p. 147 (act. 52-54, 56), p. 150 (act. 4), p. 151 (act. 7), p. 152 (act. 8), p. 154 (act. 12), p. 155 (act. 13), p. 158 (act. 20-22), p. 165 (act. 41-43), p. 171 (act. 52), p. 173 (act. 1, 2), p. 175 (act. 5), p. 176 (act. 6), p. 178 (act. 10), p. 180 (act. 15), p. 181 (act. 16), p. 182 (act. 19, 20), p. 183 (act. 21), p. 184 (act. 23), p. 191 (act. 40-42), p. 197 (act. 51, 52), p. 199 (act. 2), p. 200 (act. 3, 4), p. 201 (act. 6), p. 204 (act. 14), p. 205 (act. 20), p. 206 (act. 24), p. 208 (act. 28), p. 211 (act. 36), p. 215 (act. 45-47), p. 221 (act. 57), p. 223 (act. 1, 2), p. 224 (act. 6, 7), p. 225 (act. 12), p. 227 (act. 15), p. 228 (act. 18), p. 230 (act. 23), p. 233 (act. 34), p. 237 (act. 43-45), p. 243 (act. 55, 56), p. 245 (act. 1, 2), 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), p. 274 (act. 14), p. 276 (act. 22), p. 278 (act. 23), p. 291 (act. 51, 53), p. 293 (act. 1, 3), p. 294 (act. 5), p. 296 (act. 12), p. 297 (act. 14, 15), p. 298 (act. 18), p. 300 (act. 23, 24), p. 303 (act. 29, 30), p. 313 (act. 52), p. 315 (act. 1, 2), p. 316 (act. 5), p. 317 (act. 7), p. 318 (act. 13, 14), p. 320 (act. 21, 22), p. 322 (act. 27), p. 335 (act. 56), p. 337 (act. 1, 2), p. 338 (act. 4), p. 339 (act. 6), p. 340 (act. 12), p. 342 (act. 18), p. 344 (act. 24), p. 357 (act. 51), p. 359 (act. 1, 2), p. 360 (act. 5), p. 361 (act. 9), p. 363 (act. 14), p. 366 (act. 22, 23), p. 367 (act. 27, 31), p. 376 (act. 51), p. 377 (act. 52, 53), p. 379 (act. 56), p. 381 (act. 1, 2), p. 382 (act. 4, 6, 7), p. 383 (act. 9, 12), p. 384 (act. 16-19), p. 385 (act. 21, 22), p. 386 (act. 27), p. 387 (act. 29), p. 388 (act. 32, 36), p. 389 (act. 38, 39), p. 399 (act. 62), p. 401 (act. 67)</p>

CULTURES	
<p>1. RELATING CULTURAL PRACTICES TO PERSPECTIVES</p> <p>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), pp. 120-121 (act. 57), p. 125 (act. 6), p. 132 (act. 23), p. 197 (act. 51), p. 211 (act. 37), p. 221 (act. 57, 61), p. 225 (act. 12), p. 230 (act. 23), p. 278 (act. 23), p. 281 (act. 33), p. 335 (act. 56), 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>
<p>2. RELATING CULTURAL PRODUCTS TO PERSPECTIVES</p> <p>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. Adesso tocca a te!), p. 171 (act. 52), p. 175 (act. 5), p. 178 (act. 10), p. 180 (act. 15), p. 183 (act. 22), p. 186 (act. 27-29), pp. 196-197 (act. 51, 54), p. 201 (act. 5, 6), p. 205 (act. 20), p. 221 (act. 57), p. 243 (act. 55, 56, 58), p. 251 (act. 16), p. 267 (act. 57, 59), p. 268 (act. Preparare una presentazione per confrontare il design di varie epoche), p. 291 (act. 50-52, 54), p. 313 (act. 52), p. 335 (act. 56), p. 346 (act. 28, 29), p. 357 (act. 50, 53), p. 360 (act. 5), p. 379 (act. 56), p. 382 (act. 5), p. 386 (act. 26), p. 387 (act. 29), p. 401 (act. 67)</p>
CONNECTIONS	
<p>1. MAKING CONNECTIONS</p> <p>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. 32-35), p. 147 (act. 55), p. 174 (act. 4), p. 231 (act. 24, Adesso tocca a te!), p. 246 (act. 4), p. 253 (act. 22), p. 267 (act. 56), p. 275 (act. 21), p. 281 (act. 31), p. 299 (act. 22), p. 313 (act. 51), p. 316 (act. 4), p. 317 (act. Adesso tocca a te!), p. 335 (act. 55), p. 336 (act. CF: Immaginare e presentare una società del futuro funzionale e sana), p. 339 (act. 6), p. 342 (act. 18), p. 347 (act. 33), p. 361 (act. 8), p. 362 (act. 13), p. 364 (act. 18), p. 368 (act. 34), 379 (act. 55), p. 382 (act. 4-7), p. 383 (act. 10, 14, Adesso tocca a te!), 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, Adesso tocca a te!), p. 390 (act. 43), p. 391 (act. 45, 46), p. 401 (act. 66, 68)</p>

<p>2. ACQUIRING INFORMATION AND DIVERSE PERSPECTIVES</p> <p>Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p>	<p>p. 22 (act. 4), 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), pp. 120-121 (act. 57), p. 125 (act. 6), p. 132 (act. 23), p. 135 (act. Adesso tocca a te!), p. 147 (act. 56), p. 148 (act. CF), p. 148 (act. Presentare la spesa tipica del proprio Paese), p. 152 (act. 8), p. 154 (act. 12), p. 159 (act. Adesso tocca a te!), 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), p. 201 (act. 5, 6), p. 211 (act. 37), p. 221 (act. 57), p. 243 (act. 55, 56), p. 247 (act. 6), p. 251 (act. 16), p. 253 (act. 22), p. 267 (act. 57), p. 268 (act. CF: Preparare una presentazione per confrontare il design di varie epoche), p. 278 (act. 23), pp. 290-291 (act. 51, 52), p. 313 (act. 52, 53), p. 346 (act. 28, 29), p. 357 (act. 50, 53), p. 360 (act. 5), p. 379 (act. 56), p. 382 (act. 6), p. 383 (act. 12), p. 384 (act. 17), p. 401 (act. 67)</p>
<p>COMPARISONS</p>	
<p>1. LANGUAGE COMPARISONS</p> <p>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. 24 (act. 10), p. 31 (Adesso tocca a te!), 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. 219 (act. 56), p. 224 (act. 4), p. 241 (act. 54), p. 265 (act. 55), p. 275 (act. 17, 18), p. 289 (act. 49), p. 311 (act. 50), p. 321 (act. 26), p. 355 (act. 49), p. 361 (act. 10), p. 377 (act. 54), 399 (act. 65)</p>
<p>2. CULTURAL COMPARISONS</p> <p>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. 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. 135 (act. Adesso tocca a te!), p. 137 (act. 35), p. 148 (act. CF: Presentare la spesa tipica del proprio Paese), p. 179 (act. 14), p. 201 (act.5), p. 211 (act. 37), p. 221 (act. 57, 61), p. 225 (act. 12), p. 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. 268 (act. CF 1-4), p. 273 (act. Adesso tocca a te!), p. 278 (act. 24), p. 279 (act. 27), p. 281 (act. 31), p. 313 (act. 52-54), 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>

COMMUNITIES

1. 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. 50 (act. CF 1-3, CF 1-4), p. 74 (act. CF: Presentare i modelli di famiglia del proprio Paese), p. 98 (act. CF: Fare un'infografica su gusti e preferenze della classe), p. 122 (act. CF: Fare la lista delle cose che vi rendono felici la Domenica, 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 1-3), p. 172 (act. CF 1-3, CF Elaborare la linea del tempo della classe; 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. 185 (act. Adesso tocca a te!), p. 198 (act. CF: Promuovere una città da visitare, Dare informazioni e descrivere un quartiere, CF 1-3), p. 204 (act. 18), p. 209 (act. 32), p. 222 (act. CF 1-3), p. 231 (act. Adesso tocca a te!), p. 244 (act. CF: Presentare un compagno di classe, Presentare tre cose indispensabili nel tuo Paese), p. 268 (act. CF: Arredare gli spazi di una scuola, Preparare una presentazione per confrontare il design di varie epoche), p. 275 (act. Adesso tocca a te!), p. 292 (act. CF: Fare un cartellone con i ricordi della scuola primaria, 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, Presentare un'attività fai da te che ti piace o che ti piacerebbe imparare), p. 317 (act. Adesso tocca a te!), p. 336 (act. CF: Scambiarsi consigli sulla gestione del tempo, CF Immaginare e presentare una società del futuro), 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. 360 (act. 5), p. 363 (act. 14), p. 380 (act. Descrivere varie tipologie di turisti, CF Raccontare un'esperienza di viaggio particolare o memorabile), p. 383 (act. 12, 14, Adesso tocca a te!), p. 384 (act. 16, 17, 20), p. 385 (act. 21, 25, Adesso tocca a te!), p. 386 (act. 26), p. 387 (act. 29, 31), p. 388 (act. 32), p. 389 (act. 40, Adesso tocca a te!), p. 390 (act. 43), p. 391 (act. 45, 46), p. 402 (act. CF: Redigere il decalogo civico della classe, CF: Scrivere la propria opinione su un tema di civismo)

2. LIFELONG LEARNING

Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

p. 37 (act. Adesso tocca a te), p. 50 (act. CF 1-3, CF 1-4), p. 74 (act. CF 1-3), p. 98 (act. CF 1-4), p. 155 (act. 12), 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. 185 (act. Adesso tocca a te!), p. 198 (act. CF 1-3, CF 1-3), p. 204 (act. 18), p. 222 (act. CF 1-3), p. 231 (act. Adesso tocca a te!), p. 244 (act. CF: Presentare un compagno di classe, Presentare tre cose indispensabili nel tuo Paese), p. 268 (act. CF 1-5, CF 1-4), p. 292 (act. CF: Fare un cartellone con i ricordi della scuola primaria, 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, Presentare un'attività fai da te che ti piace o che ti piacerebbe imparare), p. 317 (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. 338 (act. 4), 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. 380 (act. Descrivere varie tipologie di turisti, CF: Raccontare un'esperienza di viaggio particolare o memorabile), p. 382 (act. 4-7), p. 383 (act. 10, 12, 14, Adesso tocca a te!), p. 384 (act. 16, 17, 20), p. 85 (act. 21, 25, Adesso tocca a te!), p. 386 (act. 26), p. 387 (act. 29, 31), p. 388 (act. 32), p. 389 (act. 40, Adesso tocca a te!), p. 390 (act. 43), p. 391 (act. 45, 46), p. 401 (act. 66, 68), p. 402 (act. CF: Redigere il decalogo civico della classe; CF Scrivere la propria opinione su un tema di civismo)