

Instructional Material Program: DAVVERO 2

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

Subject and Oklahoma State Subject Code: Italian II | 2127 & 3193

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

OKLAHOMA ACADEMIC STANDARD(S) CORRELATION

Page number(s) identifying the correlation location	Standard / Objective and Correlating Content
	GOAL 1: COMMUNICATION Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
	1. INTERPRETIVE COMMUNICATION Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
	Interpretive Listening
p. 23 (act. 11), p. 25 (act. 21), p. 27 (act. 28), p. 28 (act. 36, 37), p. 31 (act. 46), p. 66 (act. 32, 33), p. 137 (act. 10), p. 155 (act. 8), p. 290 (act. 16), p. 313 (act. 24), p. 326 (act. 6), p. 349 (act. 17)	Intermediate Low a) I identify the topic and related information in short and simple texts, conversations, or presentations on familiar topics when heard, signed, or viewed.
p. 28 (act. 32-34), p. 60 (act. 5, 7), p. 62 (act. 15), p. 65 (act. 27), p. 81 (act. 17), p. 83 (act. 23, 26), p. 117 (act. 14, 15), p. 122 (act. 33, 34), p. 131 (act. 59), p. 133 (act. Approfondimenti Fase 2), p. 145 (act. 41), p. 159 (act. 29, 31), p. 175 (act. 12), p. 250 (act. 8), p. 253 (act. 14, 16), p. 273 (act. 19), p. 290 (act. 17), p. 309 (act. 10), p. 328 (act. 16, 19)	Intermediate Mid a) I can identify the topic and related information in texts, spontaneous conversations, or presentations on a variety of topics related to everyday life and personal interests and studies when heard, signed or viewed.
p. 49 (act. 47, 48), p. 98 (act. 5), p. 99 (act. 14), p. 102 (act. 31), p. 160 (act. 32, 33), p. 169 (act. 60),	Intermediate High

<p>p. 179 (act. 28), p. 180 (act. 32-34), p. 195 (act. 11), p. 199 (act. 27), p. 213 (act. 10-11), p. 217 (act. 28), p. 218 (act. 30, 31), p. 229 (act. Approfondimenti Fase 2), p. 232 (act. 7), p. 235 (act. 19), p. 237 (act. 28), p. 238 (act. 30, 31), p. 255 (act. 24), p. 272 (act. 14), p. 274 (act. 23), p. 276 (act. 31, 32), p. 289 (act. 11), p. 294 (act. 33, 34), p. 305 (act. Approfondimenti Fase 1), p. 314 (act. 28, 29, 32), p. 331 (act. 32), p. 343 (act. Approfondimenti Fase 3), p. 347 (act. 12), p. 349 (act. 23), p. 351 (act. 29)</p>	<p>a) I can usually follow and summarize the main message and flow of events expressed in spontaneous conversations, discussions, and presentations on a variety of topics related to everyday life and personal interests and studies in paragraph-length text when heard, signed, or viewed.</p>
<p>p. 43 (act. 21), p. 45 (act. 29), p. 46 (act. 36, 37), p. 55 (act. 68), p. 79 (act. 11), p. 100 (act. 20, 21), p. 104 (act. 37), p. 119 (act. 24), p. 139 (act. 18, 19), p. 142 (act. 29, 30), p. 157 (act. 17), p. 177 (act. 19), p. 191 (act. Approfondimenti Fase 2), p. 215 (act. 21), p. 267 (act. Approfondimenti Fase 2), p. 271 (act. 10), p. 289 (act. 12), p. 352 (act. 31, 32).</p>	<p>Intermediate High b) I can sometimes follow events and experiences in various time frames when heard, signed, or viewed..</p>
<p>p. 40 (act. 5, 6), p. 84 (act. 30, 35, 36), p. 151 (act. 56, 57), p. 189 (act. 65), p. 197 (act. 19), p. 200 (act. 30, 31), p. 256 (act. 28, 29), p. 311 (act. 18), p. 332 (act. 35, 36, 38).</p>	<p>Intermediate High c) I can usually understand a few details even when something unexpected is expressed in spontaneous conversations, discussions, and presentations.</p>
	<p>Interpretive Reading</p>
<p>p. 21 (act. 1, 2), p. 22 (act. 5), p. 27 (act. 29), p. 30 (act. 40), p. 39 (act. 1, 2), p. 40 (act. 4), p. 44 (act. 24), p. 48 (act. 44), p. 49 (act. 45, 47, 48), p. 59 (act. 1, 2) p. 69 (act. 44), p. 75 (act. 59), p. 77 (act. 1, 2), p. 83 (act. 25), p. 95 (act. Approfondimenti Fase 1), p. 97 (act. 1, 2), p. 98 (act. 4), p. 100 (act. 16, 17), p. 103 (act. 34-36), p. 115 (act. 1, 2), p. 119 (act. 18), p. 121 (act. 30), p. 135 (act. 1, 2), p. 139 (act. 15), p. 141 (act. 26-28), p. 142 (act. 31), p. 144 (act. 34, 35), p. 153 (act. 1, 2), p. 154 (act. 4), p. 159 (act. 30), p. 162 (act. 37), p. 171 (act. Approfondimenti Fase 1, 2), p. 173 (act. 1, 2), p. 175 (act. 10), p. 182 (act. 38, 40), p. 183 (act. 44), p. 193 (act. 1, 2), p. 209 (act. 56), p. 211 (act. 1, 2), p. 213 (act. 9), p. 214 (act. 13), p. 227 (act. 54), p. 229 (act. Approfondimenti Fase 1, 3), p. 231 (act. 1, 2), p. 232 (act. 5), p. 234 (act. 13), p. 247 (act. 59), p. 249 (act. 1, 2), p. 252 (act. 13), p. 254 (act. 23), p. 269 (act. 1-3), p. 272 (act. 12), p. 285 (act. 59), p. 287 (act. 1, 2), p. 290 (act. 14), p. 296 (act. 39, 42), p. 307 (act. 1, 2), p. 308</p>	<p>Intermediate Low a) I can identify the topic and related information in short and simple texts, on familiar topics when, read..</p>

<p>(act. 4), p. 323 (act. 58), p. 325 (act. 1, 2), p. 326 (act. 5), p. 334 (act. 44), p. 335 (act. 46), p. 345 (act. 1, 2), p. 346 (act. 5), p. 350 (act. 24), p. 363 (act. Approfondimenti Fase 1).</p>	
<p>p. 22 (act. 6), p. 24 (act. 13), p. 26 (act. 24), p. 27 (act. 25, 26), p. 61 (act. 10, 11), p. 64 (act. 23), p. 65 (act. 25, 29), p. 78 (act. 4), p. 79 (act. 5), p. 80 (act. 14), p. 95 (act. Approfondimenti Fase 2), p. 102 (act. 29), p. 116 (act. 6), p. 118 (act. 16), p. 120 (act. 26, 27), p. 131 (act. 57, 58), p. 136 (act. 5), p. 137 (act. 8, 9), p. 138 (act. 14), p. 141 (act. 21), p. 154 (act. 5), p. 155 (act. 11, 12), p. 156 (act. 15), p. 157 (act. 16), p. 158 (act. 24), p. 174 (act. 5), p. 179 (act. 29), p. 180 (act. 36), p. 194 (act. 5), p. 196 (act. 14), p. 198 (act. 23), p. 199 (act. 26), p. 200 (act. 33), p. 212 (act. 5), p. 213 (act. 6), p. 214 (act. 14), p. 233 (act. 9), p. 234 (act. 14), p. 236 (act. 23, 24), p. 250 (act. 5), pp. 250-251 (act. 9), p. 251 (act. 12), p. 253 (act. 15), p. 254 (act. 22), p. 270 (act. 5), p. 272 (act. 13), p. 273 (act. 15), p. 275 (act. 28), p. 288 (act. 5), p. 291 (act. 20, 21), p. 292 (act. 25, 26), p. 293 (act. 30), p. 308 (act. 5), p. 309 (act. 11), p. 310 (act. 14), p. 327 (act. 11), p. 341 (act. 58), p. 348 (act. 15), p. 349 (act. 17, 19), p. 350 (act. 25), p. 351 (act. 26)</p>	<p>Intermediate Mid a) I can identify the topic and related information in texts on a variety of topics related to everyday life and personal interests and studies when viewed or read..</p>
<p>p. 42 (act. 15), p. 43 (act. 16, 18-20), p. 45 (act. 31), pp. 60- 61 (act. 9), p. 62 (act. 16, 17), p. 75 (act. 57, 58), p. 98 (act. 6), p. 99 (act. 9), p. 101 (act. 24), p. 13 (act. 65, 66), p. 133 (act. Approfondimenti Fase 3), p. 176 (act. 14), p. 178 (act. 24), p. 189 (act. 63), p. 209 (act. 57), pp. 216-217 (act. 24), p. 255 (act. 25), p. 267 (act. Approfondimenti Fase 1, 2), p. 274 (act. 20), p. 276 (act. 35, 36), p. 285 (act. 60, 61), p. 305 (act. Approfondimenti Fase 2), p. 311 (act. 19), p. 312 (act. 22), p. 313 (act. 27), p. 328 (act. 17), p. 330 (act. 26), p. 331 (act. 30), p. 343 (act. Approfondimenti Fase 2), p. 361 (act. 60, 61).</p>	<p>Intermediate High a) I can usually follow and summarize the main message and actions related to everyday life, personal interests, and studies expressed in various time frames in paragraph-length text..</p>
<p>p. 24 (act. 14), p. 41 (act. 10), p. 55 (act. 64, 65), p. 57 (act. Approfondimenti, Fase 1, 2), p. 63 (act. 18), p. 82 (act. 22), p. 93 (act. 58-60), p. 118 (act. 17), p. 119 (act. 19), p. 151 (act. 54, 55), p. 169 (act. 57), p. 215 (act. 19), p. 227 (act. 55), p. 247 (act. 60), p. 265 (act. 54, 55), p. 303 (act. 61), p. 329 (act. 20)</p>	<p>Intermediate High b) I can sometimes follow stories and descriptions about events and experiences in various time frames.</p>

	2. INTERPERSONAL COMMUNICATION Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
	Interpersonal Communication
<p>p. 21 (act. 1, 3), p. 22 (act. 4), p. 23 (act. 7, 9, 10), p. 24 (act. 13), p. 25 (act. 16-19), p. 27 (act. 26, 27, 29, 30, Adesso tocca a te!), p. 28 (act. 32), p. 30 (act. 38-43), p. 31 (act. 44, 46), p. 34 (act. 48-53), p. 35 (act. 54, 55), p. 39 (act. 1, 3), p. 40 (act. 7, 8), p. 41 (act. 9, 11, 12), p. 43 (act. 16, 17, 19, 20), p. 44 (act. 25-27), p. 45 (act. 32, 33), p. 46 (act. 35), p. 48 (act. 41-44), p. 49 (act. 45-47), p. 51 (act. 49-51), p. 52 (act. 52-58), p. 53 (act. 59, 60), p. 59 (act. 1, 3), p. 61 (act. 11-13), p. 63 (act. 19, 20), p. 65 (act. 26, 28, 30), p. 66 (act. 35), p. 68 (act. 38-42), p. 69 (act. 43-45), p. 69 (act. 46), p. 72 (act. 47- 52), p. 73 (act. 53, 54), p. 77 (act. 1, 2), p. 79 (act. 6-9), p. 81 (act. 15, 16, 18, 19), p. 83 (act. 24, 25, 28, 29), p. 84 (act. 33, 34), p. 86 (act. 38-42), p. 87 (act. 43, 44), p. 89 (act. 46), p. 90 (act. 48, 49, 50, 51, 52, 53), p. 91 (act. 54, 55, 56), p. 97 (act. 1, 3), p. 98 (act. 6, 7), p. 99 (act. 10, 11), p. 99 (act. Adesso tocca a te!), p. 100 (act. 15-17, 19, 20, 21), p. 101 (act. 23, 26), p. 102 (act. 29, 30, 32), p. 104 (act. 39), p. 106 (act. 42-47), p. 107 (act. 48-50), p. 109 (act. 53-56), p. 110 (act. 57-61), p. 111 (act. 62-64), p. 115 (act. 1, 3), p. 116 (act. 4), p. 117 (act. 7-9, 13), p. 119 (act. 18, 21, 22, 24) p. 120 (act. 27), p. 121 (act. 29, 30, 31, 32), p. 124 (act. 38-42), p. 125 (act. 43-45), p. 128 (act. 47-52), p. 129 (act. 53, 54), p. 131 (act. 57), p. 135 (act. 1, 3), p. 137 (act. 7, 9, 10), p. 139 (act. 16, 17), p. 141 (act. 22, 24, 25, 26), p. 144 (act. 34-37), p. 145 (act. 38-41), p. 147 (act. 42-44), p. 148 (act. 45-49), p. 149 (act. 50-52), p. 151 (act. 54, 55), p. 153 (act. 1, 3), p. 157 (act. 17-21), p. 159 (act. 26-28), p. 160 (act. 34), p. 162 (act. 37, 38, 39, 40, 41), p. 163 (act. 42-45), p. 165 (act. 46, 47), p. 166 (act. 48-52), p. 167 (act. 53-55), p. 173 (act. 1, 3), p. 175 (act. 6, 7, 9-11), p. 176 (act. 14), p. 177 (act. 16-18, 20, 21), p. 179 (act. 25, 27, 30), p. 182 (act. 38-43), p. 183 (act. 44-46), p. 185 (act. 47-50), p. 186 (act. 51-58), p. 187 (act. 59-61), p. 193 (act. 1, 3), p. 194 (act. 5), p. 195 (act. 7-9), p. 197 (act. 16-18), p. 199 (act. 25-28), p. 200 (act. 32,</p>	Intermediate Low a) I can participate in conversations on a number of familiar topics using simple sentences.

<p>33), p. 202 (act. 36-40), p. 203 (act. 41-43), p. 205 (act. 44-46), p. 206 (act. 47-52), p. 207 (act. 53-55), p. 209 (act. 58, 59), p. 211 (act. 1, 3), p. 212 (act. 4, 5), p. 213 (act. 7), p. 214 (act. 13-17), p. 215 (act. 20), p. 217 (act. 26, 27), p. 218 (act. 32), p. 220 (act. 35-39), p. 221 (act. 40-43), p. 224 (act. 44-49), p. 225 (act. 50-52), p. 231 (act. 1, 3), p. 232 (act. 6, 7), p. 233 (act. 8, 10, 11), p. 235 (act. 16, 17, 20, 21), p. 235 (act. 18, 19), p. 236 (act. 24, 25), p. 237 (act. 26-28), p. 240 (act. 34-40), p. 241 (act. 41-44), p. 243 (act. 45-47), p. 244 (act. 48-54), p. 245 (act. 55-57), p. 249 (act. 3, 4), p. 250 (act. 7), p. 252 (act. 13), p. 253 (act. 18, 19), p. 255 (act. 26), p. 258 (act. 32-37), p. 259 (act. 38-40), p. 261 (act. 41-43), p. 262 (act. 44-49), p. 263 (act. 50-52), p. 265 (act. 55), p. 269 (act. 1-3), p. 270 (act. 5), p. 271 (act. 7-11), p. 273 (act. 16, 17), p. 274 (act. 20, 22, 25, 26), p. 275 (act. 27-30), p. 276 (act. 31, 33), p. 278 (act. 38-43), p. 279 (act. 44-48), p. 282 (act. 49-54), p. 283 (act. 55-57), p. 287 (act. 1, 3), p. 289 (act. 6, 8), p. 290 (act. 15-18), p. 291 (act. 20, 22), p. 292 (act. 28), p. 293 (act. 31), p. 296 (act. 38-43), p. 297 (act. 44-47), p. 299 (act. 48-50), p. 300 (act. 51-56), p. 301 (act. 57-59), p. 303 (act. 60, 62), p. 307 (act. 1, 3), p. 308 (act. 5), p. 310 (act. 14), p. 311 (act. 19, 20), p. 313 (act. 23, 25), p. 314 (act. 28, 31, 32, 34), p. 316 (act. 35-41), p. 317 (act. 42-46), p. 320 (act. 47-52), p. 321 (act. 53-55), p. 325 (act. 1, 3), p. 326 (act. 9), p. 327 (act. 12, 14), p. 329 (act. 21-24), p. 331 (act. 30, 31, 33), p. 332 (act. 37, 38), p. 334 (act. 40-45), p. 335 (act. 46-48), p. 337 (act. 49, 50), p. 338 (act. 51-54), p. 339 (act. 55, 56), p. 341 (act. 59), p. 345 (act. 1, 3), p. 347 (act. 7-9), p. 349 (act. 19-21), p. 350 (act. 25), p. 351 (act. 27, 28), p. 352 (act. 34), p. 354 (act. 37-42), p. 355 (act. 43-47), p. 357 (act. 48-50), p. 358 (act. 51-55), p. 359 (act. 56-58)</p>	
<p>p. 22 (act. 5, 6), p. 23 (act. 11), p. 25 (act. 20), p. 31 (act. 45, 47), p. 35 (act. 56), p. 49 (act. 48), p. 53 (act. 61), p. 60 (act. 4), p. 60 (act. 6, 8), p. 62 (act. 14), p. 63 (act. 18), p. 69 (act. 46), p. 73 (act. 55), p. 87 (act. 45), p. 98 (act. 4), p. 99 (act. 12, 13, 14), p. 107 (act. 51, 52), p. 116 (act. 5, 6), p. 117 (act. 11), p. 119 (act. 19, 20), p. 120 (act. 28), p. 125 (act. 46), p. 129 (act. 55), p. 141 (act. 23), p. 154 (act. 4), p. 156 (act. 14), p. 159 (act. 31), p. 169 (act. 56), p. 169 (act. 59), p. 176 (act. 13), p. 194 (act. 4), p. 198 (act. 22), p. 198 (act. 23), p. 199 (act. 29), p. 217 (act. 29), p. 227 (act.</p>	<p>Intermediate Low b) I can handle short social interactions in everyday situations by asking and answering simple questions.</p>

<p>53), p. 233 (act. 9), p. 236 (act. 23), p. 237 (act. 29), p. 238 (act. 32, 33), p. 247 (act. 58), p. 249 (act. 1), p. 250 (act. 6), p. 251 (act. 10-12), p. 254 (act. 21), p. 265 (act. 53, 56), p. 270 (act. 4), p. 271 (act. 6), p. 273 (act. 15, 19), p. 289 (act. 7, 9, 10, 13), p. 291 (act. 21, 23), p. 292 (act. 25, 26), p. 308 (act. 4), p. 309 (act. 6-9), p. 311 (act. 16), p. 327 (act. 13), p. 346 (act. 4, 5), p. 347 (act. 6, 10, 11, 13), p. 349 (act. 18)</p>	
<p>p. 23 (act. 8, 12), p. 24 (act. 14), p. 25 (act. 22), p. 26 (act. 24), p. 41 (act. Adesso tocca a te!), p. 42 (act. 14), p. 43 (act. 22), p. 43 (act. Adesso tocca a te!), p. 45 (act. 30, 31), p. 45 (act. Adesso tocca a te!), p. 46 (act. 39), p. 62 (act. 17), p. 65 (act. 24), p. 65 (act. 31), p. 75 (act. 58), p. 78 (act. 3, 4), p. 79 (act. 10), p. 80 (act. 13, 14), p. 82 (act. 22), p. 93 (act. 57-60), p. 101 (act. 24, 25, 27), p. 102 (act. 28), p. 113 (act. 65, 67), p. 117 (act. 12), p. 120 (act. 25), p. 122 (act. 33, 35), p. 136 (act. 5), p. 139 (act. 15), p. 139 (act. 19), p. 151 (act. 87), p. 154 (act. 6), p. 155 (act. 13), p. 157 (act. 17), p. 159 (act. 25), p. 160 (act. 36), p. 169 (act. 58), p. 175 (act. Adesso tocca a te!), p. 179 (act. 28, 31), p. 179 (act. Adesso tocca a te!), p. 180 (act. 35), p. 194 (act. 6), p. 195 (act. 10), p. 195 (act. Adesso tocca a te!), p. 196 (act. 13, 14), p. 197 (act. Adesso tocca a te!), p. 213 (act. 12), p. 215 (act. 19), p. 215 (act. 21), p. 216 (act. 23), p. 217 (act. 25), p. 218 (act. 33), p. 229 (act. Approfondimenti Fase 1-4), p. 232 (act. 4, 5), p. 233 (act. 12), p. 234 (act. 14), p. 235 (act. 15), p. 236 (act. 22), p. 237 (act. Adesso tocca a te!), p. 251 (act. Adesso tocca a te!), p. 255 (act. 27), p. 5 (act. 57), p. 273 (act. 19), p. 275 (act. Adesso tocca a te!), p. 289 (act. Adesso tocca a te!), p. 291 (act. 24, Adesso tocca a te!), p. 294 (act. 35), p. 311 (act. 17, Adesso tocca a te!), p. 314 (act. 30), p. 323 (act. 57), p. 326 (act. 10), p. 327 (act. 11), p. 328 (act. 19), p. 347 (act. Adesso tocca a te!), p. 349 (act. 22), p. 351 (act. 30)</p>	<p>Intermediate Mid a) I can participate in conversations on familiar topics using sentences and series of sentences.</p>
<p>p. 28 (act. 36), p. 42 (act. 15), p. 44 (act. 24), p. 45 (act. 29), p. 63 (act. 21), p. 64 (act. 22), p. 75 (act. 56), p. 81 (act. 20), p. 83 (act. 27), p. 95 (act. Approfondimenti Fase 1), p. 98 (act. 8), p. 100 (act. 18), p. 101 (act. Adesso tocca a te!), p. 103 (act. 34), p. 104 (act. 38), p. 117 (act. 10), p. 122 (act. 36), p. 131 (act. 56, 58), p. 137 (act. 6), p. 137 (act. 11), p. 138 (act. 14), p. 141 (act. 27, 28), p. 142 (act. 32), p. 149 (act. 50), p. 151 (act. 53), p. 154 (act. 7), p.</p>	<p>Intermediate Mid b) I can handle short social interactions in everyday situations by asking and answering a variety of questions.</p>

<p>157 (act. 22), p. 158 (act. 24), p. 169 (act. 61), p. 174 (act. 5), p. 175 (act. 8), p. 178 (act. 23), p. 178 (act. 24), p. 179 (act. 26, 29, 30), p. 189 (act. 62-64), p. 195 (act. 12), p. 196 (act. 15), p. 197 (act. 20), p. 199 (act. 24), p. 209 (act. 56), p. 213 (act. 8), p. 215 (act. 18), p. 215 (act. 22), p. 227 (act. 56), p. 247 (act. 59, 60), p. 253 (act. 14, 17), p. 254 (act. 20, 22, 23), p. 272 (act. 13, 14), p. 274 (act. 21, 24), p. 285 (act. 60, 61), p. 288 (act. 4), p. 292 (act. 27, 29), p. 294 (act. 36), p. 303 (act. 61), p. 310 (act. 13), p. 311 (act. 18), p. 312 (act. 22), p. 313 (act. 26), 326 (act. 4, 7, 8), p. 341 (act. 60), p. 348 (act. 15), p. 349 (act. 23), p. 351 (act. 26)</p>	
<p>p. 22 (act. 6), p. 24 (act. 15), p. 25 (act. Adesso tocca a te!), p. 26 (act. 23), p. 27 (act. 31, Adesso tocca a te!), p. 37 (act. 57), p. 42 (act. 13), p. 44 (act. 23), p. 46 (act. 36, 38), p. 55 (act. 62), p. 79 (act. 12), p. 82 (act. 21), p. 99 (act. 9), p. 100 (act. 22), p. 103 (act. Adesso tocca a te!), p. 114 (act. CF: Redigere una lettera di motivazione), p. 136 (act. 4), p. 138 (act. 13), p. 154 (act. 5), p. 155 (act. 9, 10), p. 158 (act. 23), p. 160 (act. 35), p. 174 (act. 4), p. 176 (act. 15), p. 255 (act. 25), p. 276 (act. 34, 37), p. 285 (act. 58), p. 288 (act. 5), p. 290 (act. 19), p. 293 (act. 32), p. 311 (act. 15), p. 312 (act. 21), p. 328 (act. 15), p. 350 (act. 24), p. 361 (act. 59, 63), p. 362 (act. CF: Scrivere una poesia).</p>	<p>Intermediate Mid c) I can usually say what I want to say about myself and my everyday life.</p>
<p>p. 23 (act. Adesso tocca a te!), p. 37 (act. 61), p. 46 (act. 40), p. 55 (act. 66, 67), p. 56 (act. CF: Elaborare un volantino per promuovere un'attività fisica), p. 57 (act. Approfondimenti Fase 3), p. 76 (act. CF: Presentare un progetto di recupero di uno spazio in disuso), p. 94 (act. CF: Proporre un progetto di domotica per la classe), p. 104 (act. 40), p. 131 (act. 60), p. 133 (act. Approfondimenti Fase 1-4), p. 152 (act. CF: Organizzare un itinerario di viaggio in Italia), p. 170 (act. CF: Preparare un programma culturale per la classe), p. 171 (act. Approfondimenti Fase 1, 2), p. 180 (act. 37), p. 190 (act. CF: Scrivere la ricetta di una tua specialità), p. 191 (act. Approfondimenti Fase 4), p. 209 (act. 60), p. 235 (act. Adesso tocca a te!), p. 247 (act. 61), p. 248 (act. CF: Creare e sostenere una campagna di sensibilizzazione per il rispetto degli animali), p. 253 (act. Adesso tocca a te!), p. 256 (act. 31), p. 266 (act. CF: Realizzare un progetto per</p>	<p>Intermediate High a) I can participate with spontaneity and fluency in conversations on familiar topics.</p>

<p>una mostra sul tema dell'identità), p. 267 (act. Approfondimenti Fase 1-4), p. 286 (act. CF: Redigere un testo argomentativo su pro e contro dell'era 2.0), p. 294 (act. 37), p. 304 (act. CF: Preparare un TED talk su un'iniziativa sostenibile), p. 305 (act. Approfondimenti Fase 1-3), p. 314 (act. 33), p. 323 (act. 60), p. 324 (act. CF: Realizzare un reportage "Sulle tracce di..."), p. 342 (act. CF: Ideare la striscia di un fumetto per un concorso), p. 352 (act. 35, 36).</p>	
<p>p. 44 (act. 28), p. 55 (act. 63, 65), p. 57 (act. Approfondimenti Fase 2), p. 84 (act. 37), p. 94 (act. CF: Redigere una notizia di argomento scientifico), p. 104 (act. 41), p. 117 (act. Adesso tocca a te!), p. 132 (act. CF: Scrivere la cronistoria di un'epoca importante del proprio Paese), p. 140 (act. 20), p. 152 (act. CF: Descrivere un sito di interesse), p. 177 (act. 22), p. 180 (act. 34), p. 256 (act. 30), p. 266 (act. CF: Raccontare una storia di integrazione), p. 309 (act. 12), p. 313 (act. 27), p. 313 (act. Adesso tocca a te!), p. 323 (act. 56), p. 324 (act. CF: Raccontare la storia di un ristorante in cui si fondono diverse tradizioni culinarie), p. 328 (act. 18), p. 330 (act. 25, 27-29), p. 331 (act. 34)</p>	<p>Intermediate High b) I can usually talk or sign about events and experiences in various time frames.</p>
<p>p. 28 (act. 35, 37), p. 37 (act. 58-60), p. 38 (act. CF: Elaborare una playlist per un momento della giornata), p. 40 (act. 6), p. 41 (act. 10), p. 46 (act. 34), p. 65 (act. Adesso tocca a te!), p. 66 (act. 34), p. 93 (act. 61), p. 95 (act. Approfondimenti Fase 3), p. 102 (act. 33), p. 113 (act. 68), p. 121 (act. Adesso tocca a te!), p. 159 (Adesso tocca a te!), p. 169 (act. 62), p. 177 (act. Adesso tocca a te!), p. 189 (act. 66), p. 200 (act. 35), p. 215 (act. Adesso tocca a te!), p. 228 (act. CF: Fare una proposta per modernizzare una tradizione), p. 234 (act. 13), p. 323 (act. 59), p. 331 (act. Adesso tocca a te!), p. 332 (act. 39), p. 341 (act. 57, 61), p. 343 (act. Approfondimenti Fase 1-4), p. 352 (act. 33), p. 361 (act. 62, 64)</p>	<p>Intermediate High c) I can usually describe people, places, and things with some detail.</p>
<p>p. 38 (act. CF: Preparare un test di personalità per l'insegnante), p. 84 (act. 35), p. 114 (act. CF: Partecipare a un recruiting day), p. 119 (act. 23), p. 132 (act. CF: Scrivere un mini poema a più mani), p. 137 (act. Adesso tocca a te!), p. 171 (act. Approfondimenti Fase 3), p. 190 (act. CF: Creare un evento gastronomico dedicato a una regione</p>	<p>Intermediate High d) I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.</p>

<p>italiana), p. 191 (act. Approfondimenti Fase 1-3), p. 200 (act. 34), p. 210 (act. CF: Proporre una filosofia di vita alternativa), p. 227 (act. 57), p. 228 (act. CF: Scrivere un articolo di opinione), p. 248 (act. CF: Creare e sostenere una campagna di sensibilizzazione per il rispetto degli animali, CF: Redigere un manifesto contro il sessismo), p. 286 (act. CF: Partecipare a una riunione di un'associazione di consumatori), p. 304 (act. CF: Elaborare un "Lo sapevi che...?" su mentalità e comportamenti green), p. 342 (act. CF: Scrivere e rappresentare una scena teatrale), p. 351 (act. Adesso tocca a te!), p. 362 (act. CF: Creare uno spot per trasmettere dei modelli sociali realistici), p. 363 (act. Approfondimenti Fase 1-3)</p>	
	<p>3. PRESENTATIONAL COMMUNICATION Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p>
	<p>Presentational Speaking / Signing</p>
<p>p. 190 (act. Scrivere la ricetta di una tua specialità), p. 251 (act. Adesso tocca a te!), p. 293 (act. Adesso tocca a te!), p. 327 (act. 13, Adesso tocca a te!), p. 331 (act. Adesso tocca a te!), p. 352 (act. 35)</p>	<p>Intermediate Low a) I can present information on most familiar topics that relate to me and my immediate environment in a variety of settings, using a series of simple sentences, sometimes relying upon clarification and circumlocution.</p> <p>Intermediate Low b) I can present information, raise awareness, and express personal preferences in culturally appropriate ways.</p>
<p>p. 66 (act. 37), p. 79 (act. Adesso tocca a te!), p. 81 (act. Adesso tocca a te!), p. 191 (act. Approfondimenti Fase 4), p. 195 (act. Adesso tocca a te!), p. 248 (act. CF: Creare e sostenere una campagna di sensibilizzazione per il rispetto degli animali), p. 255 (act. Adesso tocca a te!), p. 294 (act. 37), p. 323 (act. 59), p. 324 (act. CF: Realizzare un reportage "Sulle tracce di..."), p. 329 (act. Adesso tocca a te!), p. 331 (act. Adesso tocca a te!), p. 332 (act. 39), p. 361 (act. 64).</p>	<p>Intermediate Mid a) I can present information about myself and other very familiar topics of immediate interest in highly predictable settings using single words, memorized phrases, or signs relying upon repetition, visual aids, and gestures.</p>

<p>p. 63 (act. Adesso tocca a te!), p. 114 (act. CF: Partecipare a un recruiting day), p. 286 (act. CF: Partecipare a una riunione di un'associazione di consumatori).</p>	<p>Intermediate Mid b) I can reproduce some familiar words, phrases, or signs in culturally accepted ways.</p>
<p>p. 56 (act. CF: Raccontare la storia di uno/a sportivo/a), p. 66 (act. 36), p. 75 (act. 61), p. 94 (act. CF: Proporre un progetto di domotica per la classe, CF: Redigere una notizia di argomento scientifico), p. 113 (act. 68), p. 119 (act. 23, Adesso tocca a te!), p. 132 (act. CF: Scrivere un mini poema a più mani, CF: Scrivere la cronistoria di un'epoca importante del proprio Paese), p. 133 (act. Approfondimenti Fase 4), p. 139 (act. Adesso tocca a te!), p. 142 (act. 33), p. 152 (act. CF: Organizzare un itinerario di viaggio in Italia, CF: Descrivere un sito d'interesse), p. 169 (act. 62), p. 171 (act. Approfondimenti Fase 3), p. 189 (act. 66), p. 190 (act. CF: Creare un evento gastronomico dedicato a una regione italiana), p. 197 (act. Adesso tocca a te!), p. 199 (act. Adesso tocca a te!), p. 210 (act. CF: Proporre una filosofia di vita alternativa), p. 217 (act. Adesso tocca a te!), p. 218 (act. 34), p. 228 (act. CF: Fare una proposta per modernizzare una tradizione), p. 229 (act. Approfondimenti Fase 4), p. 233 (Adesso tocca a te!), p. 266 (act. CF: Raccontare una storia di integrazione, CF: Realizzare un progetto per una mostra sul tema dell'identità), p. 267 (act. Approfondimenti Fase 4), p. 286 (act. CF: Partecipare a una riunione di un'associazione di consumatori), p. 304 (act. CF: Preparare un TED Talk su un'iniziativa sostenibile), p. 304 (act. CF: Preparare un TED Talk su un'iniziativa sostenibile), p. 342 (act. CF: Scrivere e rappresentare una scena teatrale; CF: Ideare la striscia di un fumetto per un concorso), p. 343 (act. Approfondimenti Fase 4), p. 351 (act. Adesso tocca a te!), p. 362 (act. CF: Creare uno spot per trasmettere dei modelli sociali realistici), p. 363 (act. Approfondimenti Fase 3)</p>	<p>Intermediate High a) I can make presentations on a wide variety of familiar topics that relate to me and my environment, in a variety of settings, creating series of connected sentences, sometimes relying upon clarification and circumlocution.</p>
<p>p. 63 (act. Adesso tocca a te!), p. 76 (act. CF: Presentare un progetto di recupero di uno spazio in disuso), p. 114 (act. CF: Partecipare a un recruiting day), p. 122 (act. 37), p. 152 (act. CF: Descrivere un sito d'interesse), p. 210 (act. CF: Organizzare il proprio anno sabbatico), p. 227 (act.</p>	<p>Intermediate High b) I can communicate information, raise awareness, and express personal preferences in culturally appropriate ways.</p>

57), p. 266 (act. CF: Raccontare una storia di integrazione), p. 323 (act. 60), p. 341 (act. 61)	
	Presentational Writing
p. 23 (act. Adesso tocca a te!), p. 27 (act. 31, Adesso tocca a te!), p. 99 (act. Adesso tocca a te!), p. 121 (act. Adesso tocca a te!), p. 175 (act. Adesso tocca a te!), p. 197 (act. Adesso tocca a te!), p. 213 (act. 12), p. 251 (act. Adesso tocca a te!), p. 293 (act. Adesso tocca a te!).	Intermediate Low a) I can compose brief pieces about most familiar topics and present information using a series of simple sentences.
p. 55 (act. 68), p. 66 (act. 36, 37), p. 99 (act. Adesso tocca a te!).	Intermediate Low b) I can present information, raise awareness, and express personal preferences in culturally accepted ways.
p. 56 (act. CF: Elaborare un volantino per promuovere un'attività fisica), p. 61 (act. Adesso tocca a te!), p. 63 (act. Adesso tocca a te!), p. 79 (act. 10, Adesso tocca a te!), p. 83 (act. Adesso tocca a te!), p. 84 (act. 31), p. 102 (act. 33), p. 132 (act. CF: Scrivere un mini poema a più mani, CF: Scrivere la cronistoria di un'epoca importante del proprio Paese), p. 151 (act. 58), p. 191 (act. Approfondimenti Fase 4), p. 195 (act. Adesso tocca a te!), p. 210 (act. CF: Proporre una filosofia di vita alternativa), p. 213 (act. Adesso tocca a te!), p. 255 (act. Adesso tocca a te!), p. 273 (act. Adesso tocca a te!), p. 289 (act. 10)	Intermediate Mid a) I can present information about myself and other very familiar topics of immediate interest in highly predictable settings using single words or memorized phrases while relying on visual aids.
p. 55 (act. 68), 63 (act. Adesso tocca a te!), p. 66 (act. 36, 37), p. 75 (act. 61), p. 99 (act. Adesso tocca a te!), p. 113 (act. 68), p. 117 (act. Adesso tocca a te!)	Intermediate Mid b) I can reproduce some familiar words, characters, or phrases in culturally accepted ways
p. 38 (act. CF: Preparare un test di personalità per l'insegnante), p. 55 (act. 65, 68), p. 56 (act. CF: Raccontare la storia di uno/a sportivo/a), p. 57 (act. Approfondimenti Fase 3), p. 75 (act. 61), p. 76 (act. CF: Presentare un progetto di recupero di uno spazio in disuso, CF: Creare un oggetto con materiale riciclato), p. 94 (act. CF: Proporre un progetto di domotica per la classe, CF: Redigere una notizia di argomento scientifico), p. 95 (act.	Intermediate High a) I can write on a wide variety of familiar topics that relate to me and my environment in a variety of settings, creating series of connected sentences, sometimes relying upon clarification and circumlocution.

<p>Approfondimenti Fase 3), p. 113 (act. 68), p. 133 (act. Approfondimenti Fase 4), p. 139 (act. Adesso tocca a te!), p. 141 (act. Adesso tocca a te!), p. 152 (act. CF: Organizzare un itinerario di viaggio in Italia, CF: Descrivere un sito d' interesse), p. 175 (act. Adesso tocca a te!), p. 189 (act. 66), p. 190 (act. CF: Creare un evento gastronomico dedicato a una regione italiana, CF: Scrivere la ricetta di una tua specialità), p. 215 (act. Adesso tocca a te!), p. 218 (act. 34), p. 227 (act. 57), p. 228 (act. CF: Fare una proposta per modernizzare una tradizione, CF: Scrivere un articolo di opinione su un'opera architettonica contemporanea), p. 229 (act. Approfondimenti Fase 4), p. 233 (act. Adesso tocca a te!), p. 248 (act. CF: Creare e sostenere una campagna di sensibilizzazione per il rispetto degli animali), p. 266 (act. CF: Realizzare un progetto per una mostra sul tema dell'identità, CF: Raccontare una storia di integrazione), p. 267 (act. Approfondimenti Fase 4), p. 276 (act. 31), p. 285 (act. 62), p. 289 (act. Adesso tocca a te!), p. 293 (act. Adesso tocca a te!), p. 294 (act. 37), p. 303 (act. 63), p. 304 (act. CF: Elaborare un "Lo sapevi che...?" su mentalità e comportamenti green), p. 305 (act. Approfondimenti Fase 3), p. 309 (act. Adesso tocca a te!), p. 311 (act. 17), p. 313 (act. Adesso tocca a te!), p. 323 (act. 60), p. 324 (act. CF: Realizzare un reportage "Sulle tracce di..."), p. 329 (act. Adesso tocca a te!), p. 331 (act. Adesso tocca a te!), p. 342 (act. CF: Ideare la striscia di un fumetto per un concorso, CF: Scrivere e rappresentare una scena teatrale), p. 362 (act. CF: Scrivere una poesia), p. 363 (act. Approfondimenti Fase 2)</p>	
<p>p. 89 (act. 47), p. 117 (act. Adesso tocca a te!), p. 169 (act. 62), p. 228 (act. CF: Fare una proposta per modernizzare una tradizione), p. 324 (act. CF: Raccontare la storia di un ristorante in cui si fondono diverse tradizioni culinarie).</p>	<p>Intermediate High b) I can communicate information, raise awareness, and express personal preferences in culturally appropriate ways.</p>

	GOAL 2: CULTURE Interact with Cultural Competence and Understanding
	1. RELATING CULTURAL PRACTICES TO PERSPECTIVES Learners use the target language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
p. 25 (act. 20), p. 27 (act. 31), p. 65 (act. 31), p. 76 (act. CF: Presentare un progetto di recupero di uno spazio in disuse), p. 79 (act. 10), p. 114 (act. CF: Partecipare a un recruiting day, CF: Redigere una lettera di motivazione), p. 152 (act. CF: Organizzare un itinerario di viaggio in Italia), p. 159 (act. Adesso tocca a te!), p. 160 (act. 36), p. 233 (act. 12), p. 237 (act. 27), p. 255 (act. 27), p. 271 (act. Adesso tocca a te!), p. 273 (act. 18), p. 324 (act. CF: Realizzare un reportage "Sulle race di..."), p. 349 (act. 22), p. 351 (act. 30)	Intermediate a) I can interact using culturally appropriate patterns of behavior in everyday informal and social situations.
p. 151 (act. 54, 56), p. 155 (act. 8), p. 176 (act. 14), p. 179 (act. 28), p. 194 (act. 5), p. 212 (act. 5), p. 293 (act. 30)	Intermediate b) I can explain different traditions and customs of the target cultures in simple terms.
p. 55 (act. 68), p. 101 (act. Adesso tocca a te!), p. 131 (act. 60), p. 235 (act. 19), p. 274 (act. 20)	Intermediate c) I can reflect on cultural experiences and social activities common to a student of similar age in the target cultures.
p. 104 (act. 37, 40), p. 174 (act. 5), p. 191 (act. Approfondimenti Fase 3), p. 232 (act. 5), p. 265 (act. 54), p. 274 (act. 23), p. 308 (act. 5), p. 343 (act. Approfondimenti Fase 2), p. 351 (act. 29)	Intermediate d) I can identify and discuss some perspectives typically associated with the target cultures' traditions and social, economic, political, and professional practices.
p. 235 (act. Adesso tocca a te!), p. 348 (act. 15), p. 349 (act. 18)	Intermediate e) I can discuss and evaluate some commonly held generalizations about the target culture.

	2. RELATING CULTURAL PRODUCTS TO PERSPECTIVES Learners use the target language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
pp. 36-37 (act. 59), p. 60 (act. 7), p. 66 (act. 36, 37), pp. 74-75 (act. 57), pp. 92-93 (act. 58), pp. 112-113 (act. 65), p. 116 (act. 6), p. 117 (act. 12, 14), p. 119 (act. 24), p. 131 (act. 57, 58), p. 138 (act. 14), p. 139 (act. 15), p. 142 (act. 33), pp. 150-151 (act. 54), p. 174 (act. 5), p. 178 (act. 24), p. 179 (act. 28), pp. 188-189 (act. 63), pp. 284-285 (act. 60, 61), p. 313 (act. 24, 27), p. 326 (act. 5), p. 331 (act. 32), p. 332 (act. 38), pp. 360-361 (act. 60)	Intermediate a) I can explain the significance of objects, images, symbols, and products of diverse target-language communities.
pp. 36-37 (act. 58), pp. 54-55 (act. 64, 65), p. 64 (act. 23), p. 117 (act. 15), p. 118 (act. 17), pp. 150-151 (act. 55, 56), p. 157 (act. 17), pp. 168-169 (act. 62), p. 309 (act. 10, 11) p. 328 (act. 19), 330 (act. 26), pp. 340-341 (act. 61)	Intermediate b) I can describe major contributions of influential figures, historical and contemporary, from a variety of diverse target-language communities.
p. 66 (act. 36, 37), pp. 92-93 (act. 60), p. 122 (act. 33), p. 156 (act. 15), p. 158 (act. 24), p. 215 (act. 19), pp. 226-227 (act. 55), pp. 246-247 (act. 61), p. 310 (act. 14), pp. 360-361 (act. 64)	Intermediate c) I can identify and explain the influence of the target language and cultures on the products of my own culture.
p. 62 (act. 14, 16), p. 63 (act. 18), p. 139 (act. 15), p. 216 (act. 24), p. 293 (act. 30), pp. 322-323 (act. 57)	Intermediate d) I can explain how geography impacts the products of diverse the target communities.
p. 60 (act. 5), p. 75 (act. 58), pp. 92-93 (act. 59), p. 20 (act. 26), pp- 150-151 (act. 56), pp. 168-169 (act. 57), pp. 208-209 (act. 56, 57), p. 214 (act. 14), pp. 226-227 (act. 54), pp. 246-247 (act. 60), pp. 302-303 (act. 61, 62), p. 328 (act. 16), p. 332 (act. 35), pp. 340-341 (act. 58), pp. 360-361 (act. 63).	Intermediate e) I can identify the target cultures' basic perspectives through art, literature, music, and dance, or other means of cultural expression.

	<p>GOAL 3: CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.</p>
	<p>1. MAKING CONNECTIONS Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p>
<p>p. 40 (act. 4), p. 55 (act. 67), p. 64 (act. 22), p. 80 (act. 13), p. 93 (act. 57), p. 118 (act. 16), p. 119 (act. 24), p. 122 (act. 37), p. 131 (act. 56), p. 151 (act. 54), p. 156 (act. 14), p. 171 (act. Approfondimenti Fase 1), p. 217 (act. 23), p. 227 (act. 53), p. 285 (act. 58, 59), p. 288 (act. 5), p. 290 (act. 14, 19), p. 303 (act. 60), p. 308 (act. 5), p. 323 (act. 56), p. 330 (act. 25), p. 341 (act. 57), p. 343 (act. Approfondimenti Fase 1-4)</p>	<p>Intermediate a) I can transfer and apply information and skills from other content areas to experiences related to the target language and cultures.</p>
<p>p. 45 (act. 29), p. 95 (act. Approfondimenti Fase 1), p. 100 (act. 16), p. 118 (act. 17), p. 122 (act. 33), p. 155 (act. 13), p. 160 (act. 32), p. 169 (act. 57), p. 229 (act. Approfondimenti Fase 1-3), p. 247 (act. 60), p. 276 (act. 31), p. 294 (act. 33), p. 330 (act. 26), p. 341 (act. 58), p. 352 (act. 31)</p>	<p>Intermediate b) I can apply information gathered through target language resources to other content areas in order to supplement learning.</p>
	<p>2. ACQUIRING INFORMATION AND DIVERSE PERSPECTIVES Learners access and evaluate information and diverse perspectives that are available through the target language and its cultures.</p>
<p>p. 37 (act. 59), p. 55 (act. 68), p. 65 (act. 24, Adesso tocca a te!), p. 75 (act. 60, 61), p. 95 (act. Approfondimenti Fase 2), p. 117 (act. 12), p. 122 (act. 37), p. 138 (act. Adesso tocca a te!), p. 139 (act. Adesso tocca a te!), p. 142 (act. 33), p. 169 (act. 62), p. 217 (act. 25, Adesso tocca a te!), p. 229 (act. Approfondimenti Fase 1-3), p. 235 (act. Adesso tocca a te!), p. 247 (act. 61), p. 265 (act. 57), p. 303 (act. 63), p. 311 (act. 17), p. 323 (act. 60), p. 326 (act. 10), p. 332</p>	<p>Intermediate a) I can seek out authentic target language sources, analyze the content, and acquire unique information available only through the target language and its cultures.</p>

<p>(act. 39), p. 341 (act. 61), p. 343 (act. Approfondimenti Fase 1), p. 349 (act. Adesso tocca a te!), p. 352 (act. 35), p. 361 (act. 63, 64)</p>	
<p>p. 40 (act. 5), p. 41 (act. 10), p. 55 (act. 66), P. 57 (act. Approfondimenti Fase 1), p. 60 (act. 5-7), p. 62 (act. 16), p. 63 (act. 18), p. 75 (act. 59), p. 80 (act. 14), p. 93 (act. 58-60), p. 95 (act. Approfondimenti Fase 1), p. 98 (act. 4), p. 100 (act. 16), p. 104 (act. 37), p. 113 (act. 65, 66), p. 116 (act. 6), p. 117 (act. 14), p. 119 (act. 24), p. 120 (act. 26), p. 122 (act. 36), p. 131 (act. 57, 58), p. 138 (act. 14), p. 139 (act. 15), p. 141 (act. 21), p. 54-56), p. 154 (act. 5, 7), p. 155 (act. 8, 11), p. 156 (act. 15), p. 169 (act. 57, 60), p. 174 (act. 5), p. 178 (act. 24), p. 179 (act. 28), p. 189 (act. 63), p. 194 (act. 5), p. 198 (act. 23), p. 214 (act. 14), p. 215 (act. 19), p. 216 (act. 24), p. 232 (act. 5, 7), p. 234 (act. 14), p. 235 (act. 19), p. 236 (act. 23), p. 247 (act. 60), p. 250 (act. 5, 8), pp. 250-251 (act. 9), p. 252 (act. 13), p. 254 (act. 20, 22, 23), p. 265 (act. 54), p. 272 (act. 13), p. 274 (act. 21, 23), p. 275 (act. 27, 28), p. 285 (act. 60, 61), p. 288 (act. 5), p. 289 (act. 11, 12), p. 291 (act. 20), p. 292 (act. 25, 26), p. 293 (act. 30), p. 294 (act. 33), p. 303 (act. 61), p. 305 (act. Approfondimenti Fase 1), p. 308 (act. 4, 5), p. 311 (act. 18), p. 312 (act. 22), p. 313 (act. 24, 27), p. 314 (act. 31, 32), p. 323 (act. 57), p. 326 (act. 5, 6), p. 328 (act. 16-19), p. 330 (act. 26), p. 331 (act. 30, 32), p. 332 (act. 35, 38), p. 341 (act. 58), p. 343 (act. Approfondimenti Fase 4), p. 348 (act. 15), p. 349 (act. 17, 18), p. 350 (act. 24, 25), p. 351 (act. 29)</p>	<p>Intermediate</p> <p>b) I can use authentic sources to explore and relay information about the distinctive perspectives of the target cultures.</p>

	GOAL 4: COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence.
	1. LANGUAGE COMPARISONS Learners use the language to explore, explain, and reflect on the nature of language through comparisons of the language studied and their own.
p. 45 (act. 32), p. 83 (act. 29), p. 157 (act. 22), p. 274 (act. 26), p. 314 (act. 33)	Intermediate a) I can explore the historical and cultural reasons for cognates and borrowed words in a variety of settings when I have reached the Intermediate High level.
p. 91 (act. 54-56), p. 111 (act. 62-64), p. 120 (act. 27), p. 129 (act. 53-55), p. 149 (act. 50-52), p. 207 (act. 53-55), p. 263 (act. 50-52).	Intermediate b) I can use knowledge of sound and writing systems in the target language to better understand my own language.
p. 25 (act. 17), p. 41 (act. 9), p. 45 (act. 30), p. 61 (act. 13), p. 98 (act. 7), p. 107 (act. 51, 52), p. 117 (act. 10), p. 125 (act. 46), p. 154 (act. 6), p. 157 (act. 21), p. 159 (act. 26, 28), p. 274 (act. 21)	Intermediate c) I can compare and contrast identified structural patterns of the target language to structural patterns in my own language forms in a variety of settings, and when I have reached the Intermediate High Level, I can analyze and explain how time frames are expressed in a variety of settings.
p. 87 (act. 45), p. 100 (act. 19), p. 107 (act. 51, 52), p. 119 (act. 20), p. 125 (act. 46), p. 145 (act. 41), p. 183 (act. 46), p. 203 (act. 43), p. 259 (act. 40)	Intermediate d) When I have reached the Intermediate High Level, I can discuss and analyze idiomatic expressions as well as their evolutions and origins and use appropriate ones in limited settings.
	2. CULTURAL COMPARISONS Learners use the language to explore, explain and reflect on the concept of culture through comparisons of the cultures studied and their own.
p. 49 (act. 48), p. 57 (act. Approfondimenti Fase 4), p. 69 (act. 46), p. 87 (act. 45), p. 107 (act. 51, 52), p. 125 (act. 46), p. 145 (act. 41), p. 163 (act. 44, 45), p. 183 (act. 46), p. 203 (act. 43), p. 221 (act. 43), p. 241 (act. 44), p. 259 (act. 40), p. 267 (act. Approfondimenti Fase 4), p. 279 (act. 46, 47, 48), p. 289 (act. 13), p. 297 (act. 47), p. 335 (act. 48), p. 355 (act. 47)	Intermediate a) I can give simple descriptions of the similarities and differences in verbal and nonverbal behavior, such as facial expressions and gestures, between cultures.

p. 75 (act. 61), p. 98 (act. 4), p. 131 (act. 60), p. 175 (act. Adesso tocca a te!), p. 213 (act. 8), p. 213 (act. 9), p. 253 (act. 14), p. 289 (act. 13), p. 312 (act. 22), p. 348 (act. 14)	Intermediate b) I can explore, explain, and reflect on intercultural similarities and differences in cultures' practices and products, leading to an understanding of perspectives of the target cultures in a variety of settings, using simple description and advancing to more complex language with the help of appropriate scaffolding as proficiency develops.
p. 37 (act. 60), p. 63 (act. 21, Adesso tocca a te!), p. 113 (act. 68) p. 189 (act. 62, 64), p. 265 (act. 57), p. 303 (act. 60), p. 310 (act. 13), p. 328 (act. 18)	Intermediate c) I can explain how generalized perceptions, past and present, of groups and people shape identity and culture in my own and the target cultures in a variety of settings..
p. 119 (act. 24), p. 194 (act. 6), p. 213 (act. 8), p. 235 (act. 15), p. 238 (act. 32), p. 254 (act. 21), p. 310 (act. 13)	Intermediate d) I can I can take the perspective of those from different cultures to build empathy.

	GOAL 5: COMMUNITIES Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.
	1.SCHOOLS AND GLOBAL COMMUNITIES Learners use the target language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
p. 103 (act. Adesso tocca a te!), p. 114 (act. CF: Partecipare a un recruiting day), p. 152 (act. CF: Descrivere un sito d'interesse), p. 159 (act. Adesso tocca a te!), p. 253 (act. Adesso tocca a te!), p. 266 (act. CF: Raccontare una storia di integrazione), p. 273 (act. Adesso tocca a te!), p. 289 (act. Adesso tocca a te!), p. 304 (act. CF: Elaborare un "Lo sapevi che...?" su mentalità e comportamenti green), p. 330 (act. 25), p. 324 (act. CF: Realizzare un reportage "Sulle tracce di..."), p. 342 (act. CF: Ideare la striscia di un fumetto per un concorso), p. 343 (act. Approfondimenti Fase 1-4), p. 362 (act. CF: Scrivere una poesia)	Intermediate a) I can investigate and/or participate in activities where the ability to communicate in a second language is beneficial.

<p>p. 94 (act. CF: Redigere una notizia di argomento scientifico), p. 114 (act. CF: Redigere una lettera di motivazione), p. 180 (act. 35, 37), p. 228 (act. CF: Scrivere un articolo di opinione su un'opera architettonica contemporanea), p. 238 (act. 33), p. 255 (act. Adesso tocca a te!), p. 286 (act. CF: Partecipare a una riunione di un'associazione di consumatori), p. 324 (act. CF: Raccontare la storia di un ristorante in cui si fondono diverse tradizioni culinarie), p. 331 (act. Adesso tocca a te!), p. 342 (act. CF: Scrivere e rappresentare una scena teatrale)</p>	<p>Intermediate b) I can communicate with others who speak or have a working knowledge of the target language about a variety of topics.</p>
<p>p. 114 (act. CF: Redigere una lettera di motivazione), p. 152 (act. CF: Organizzare un itinerario di viaggio in Italia), p. 170 (act. CF: Scrivere la trama commentata di un libro o di un film), p. 179 (act. 26, 31), p. 210 (act. CF: Organizzare il proprio anno sabbatico), p. 215 (act. Adesso tocca a te!), p. 237 (act. 27), p. 256 (act. 30), p. 271 (act. Adesso tocca a te!), p. 273 (act. 18), p. 288 (act. 4), p. 289 (act. 10), p. 290 (act. 19), p. 304 (act. CF: Preparare un TED Talk su un'iniziativa sostenibile), p. 351 (act. 30)</p>	<p>Intermediate c) I can communicate on a personal level with a native speaker.</p>
<p>p. 56 (act. CF: Elaborare un volantino per promuovere un'attività fisica), p. 76 (act. CF: Presentare un progetto di recupero di uno spazio in disuso), p. 94 (act. CF: Proporre un progetto di domotica per la classe), p. 170 (act. CF: Preparare un programma culturale per la classe), p. 171 (act. Approfondimenti Fase 1-3), p. 190 (act. CF: Creare un evento gastronomico dedicato a una regione italiana), p. 228 (act. Fare una proposta per modernizzare una tradizione), p. 229 (act. Approfondimenti Fase 1-4), p. 248 (act. CF: Redigere un manifesto contro il sessismo, CF: Creare e sostenere una campagna di sensibilizzazione per il rispetto degli animali), p. 266 (act. CF: Realizzare un progetto per una mostra sul tema dell'identità), p. 267 (act. Approfondimenti Fase 1-4), p. 305 (act. Approfondimenti Fase</p>	<p>Intermediate d) I can take part in language-related activities to benefit my school and/or community.</p>

1-3), p. 362 (act. CF: Creare uno spot per trasmettere dei modelli sociali realistici)	
	2. LIFELONG LEARNING Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.
p. 38 (act. CF: Preparare un test di personalità per l'insegnante), p. 213 (act. Adesso tocca a te), p. 215 (act. Adesso tocca a te!), p. 228 (act. CF: Scrivere un articolo di opinione su un'opera architettonica contemporanea), p. 286 (act. CF: Redigere un testo argomentativo su pro e contro dell'era 2.0), p. 304 (act. CF: Elaborare un "Lo sapevi che...?" su mentalità e comportamenti green), p. 342 (act. CF: Ideare la striscia di un fumetto per un concorso)	Intermediate a) I can demonstrate a willingness to interact with native speakers.
p. 133 (act. Approfondimenti Fase 1-4), p. 152 (act. CF: Descrivere un sito d'interesse), p. 160 (act. 32), p. 170 (act. CF: Scrivere la trama commentata di un libro o di un film), p. 180 (act. 35, 37), p. 266 (act. CF: Raccontare una storia di integrazione), p. 285 (act. 62), p. 304 (act. CF: Preparare un TED Talk su un'iniziativa sostenibile), p. 326 (act. 4), p. 328 (act. 15), p. 329 (act. Adesso tocca a te!), p. 332 (act. 39), p. 362 (act. CF: Scrivere una poesia)	Intermediate b) I can discover and explore a variety of entertainment sources representative of the target cultures.
p. 57 (act. Approfondimenti Fase 1-3), p. 170 (act. CF: Preparare un programma culturale per la classe), p. 266 (act. CF: Realizzare un progetto per una mostra sul tema dell'identità), p. 267 (act. Approfondimenti Fase 1-4), p. 305 (act. Approfondimenti Fase 1-3), p. 343 (act. Approfondimenti Fase 1-4), p. 362 (act. CF: Creare uno spot per trasmettere dei modelli sociali realistici), p. 363 (act. Approfondimenti Fase 1-3).	Intermediate c) I can identify current topics or events of interest within the target cultures.
p. 38 (act. CF: Elaborare una playlist per un momento della giornata), p. 170 (act. CF: preparare un programma culturale	Intermediate d) I can discover and explore samples of art, literature, or music that are representative of the

per la classe, CF: Scrivere la trama commentata di un libro o di un film), p. 171 (act. Approfondimenti Fase 1-3), p. 179 (act. Adesso tocca a te!), p. 210 (act. CF: Proporre una filosofia di vita alternativa), p. 265 (act. 56), p. 329 (act. Adesso tocca a te!), p. 342 (act. CF: Scrivere e rappresentare una scena teatrale, CF: Ideare la striscia di un fumetto per un concorso).

target cultures.