

Instructional Material Program: DAVVERO 1

West Virginia College- and Career-Readiness Standards for World Languages

LEVEL: NOVICE LOW TO NOVICE HIGH

LANGUAGE	
<p>Interpersonal Communication: Interpersonal Communication refers to communication between a minimum of two individuals and involves an exchange of information. Interpersonal Communication may be oral or written, and participants utilize the language to negotiate meaning.</p>	<p>p. 21 (act. 2, 3), p. 22 (act. 5), p. 24 (act. 10), p. 25 (act. 12, 13), p. 26 (act. 14, 16), p. 29 (act. 1, 3), p. 30 (act. 5, 6, 8), p. 31 (act. 10, 11, Adesso tocca a te!), p. 32 (act. 12, 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. 34-36), p. 42 (act. 37-46), p. 44 (act. Write down the reasons why you study Italian), p. 46 (act. 50-54), p. 47 (act. 55, 56, 57), 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. 70 (act. 44-48), p. 71 (act. 49-52), p. 73 (act. 53-56), 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. 19-22), p. 84 (act. 23), p. 85 (act. 24, 25, Adesso tocca a te!), p. 87 (act. 29-31), p. 90 (act. 32-38), p. 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. 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, 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. 16-18), 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. 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</p>

(act. 9-11, Adesso tocca a te!), p. 154 (act. 12), p. 156 (act. 14, 15, 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. 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, CF: 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, 12, 13, 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. 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), p. 211 (act. 35-37), p. 214 (act. 38-44), 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. 240 (act. 46-51), p. 241 (act. 52-54), p. 243 (act. 55-58), p. 244 (act. CF Presentare un compagno di classe), 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, 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, 59), 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!), pp. 276-277 (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. 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. 309 (act. Write the name of the tools you use most often), p. 310 (act. 42-46), p. 311 (act. 47, 48, 49, 50), p. 313 (act. 51-53), 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. 319 (act. 15-18, 20, Adesso tocca a te!), p. 321 (act. 23-2-6), p. 322 (act. 28), p. 323 (act. 29-32, Adesso tocca a te!), p. 325 (act. 35, 36, 37), p. 328 (act. 38-43), p. 332 (act. 47-51), p. 333

	<p>(act. 52-54), p. 335 (act. 55, 58), p. 336 (act. CF 1-3), 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. 354 (act. 43-47), p. 355 (act. 48, 49), p. 357 (act. 50, 53), p. 358 (act. CF Fare un'infografica sulle abitudini d'acquisto e i prodotti più comprati della classe), p. 358 (act. CF Preparare l'annuncio di un oggetto usato da vendere su una piattaforma web), p. 359 (act. 1, 3), p. 360 (act. 4-7), p. 361 (act. 8-12, Adesso tocca a te!), p. 362 (act. 13), p. 363 (act. 14), p. 364 (15-18), p. 365 (act. 20, 21, Adesso tocca a te!), p. 366 (act. 22,24-26), p. 367 (act. 28-31), p. 368 (act. 32, 34), p. 369 (act. 35-37), p. 372 (act. 38-44), p. 376 (act. 48-51), p. 377 (act. 52-54), p. 379 (act. 55, 57, 59), p. 380 (act. CF: Descrivere varie tipologie di turisti, CF: Raccontare un'esperienza di viaggio particolare o memorabile), p. 381 (act. 1-3), p. 382 (act. 5, 6, 8), p. 383 (act. 9, 10, 11,13,14, Adesso tocca a te!), p. 384 (act. 16-20), p. 385 (act. 21, 22, 24, 25, Adesso tocca a te!), p. 386 (act. 26, 28), p. 387 (act. 29, 30, 31), p. 388 (act. 32-35), p. 389 (act. 38-40, Adesso tocca a te!), p. 390 (act. 43), p. 391 (act. 44-46), p. 394 (act. 47-52), 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)</p>
<p>Presentational Speaking: Presentational Speaking is one-way verbal communication. Learners use the target language to present information, concepts and ideas in order to inform, explain, persuade, and narrate. More advanced learners are able to adapt the language to various audiences.</p>	<p>p. 37 (act. Adesso tocca a te!), p. 50 (act. CF Realizzare un fotoromanzo su saluti e presentazioni), p. 61 (act. 27, Adesso tocca a te!), p. 74 (act. CF Presentare i modelli di famiglia del proprio Paese, Presentare le persone più importante 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, CF Presentare la spesa tipica del proprio Paese), p. 181 (act. Adesso tocca a te!), p. 267 (act. 59), 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. 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), 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. 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>Presentational Writing: Presentational Writing is one-way written communication. Learners use the target language to present</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. 53 (act. 6), p. 74 (act. CF: Presentare i modelli di famiglia del proprio Paese, Presentare le persone più importante della tua vita), p. 98 (act. CF: Fare un'infografica su gusti e preferenze della classe, PF Trovare il/la compagno/a con cui si ha più affinità), p. 103 (act. 13), p. 122 (act. CF 1-3), p. 127 (act. Ade-</p>

<p>information, concepts and ideas in order to inform, explain, persuade, and narrate. More advanced learners are able to adapt the language to various audiences.</p>	<p>sso tocca a te!), p. 135 (act. Adesso tocca a te!), p. 148 (act. CF: Presentare la spesa tipica del proprio Paese), p. 168 (act. 45), 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, CF Dare informazioni e descrivere un quartiere), p. 222 (act. CF: Descrivere il regalo più bello e più brutto), p. 233 (act. 35), p. 244 (act. CF: Presentare tre cose indispensabili nel tuo Paese), p. 253 (act. Adesso tocca a te!), p. 268 (act. CF Arredare gli spazi di una scuola, CF: Preparare una presentazione per confrontare il design di varie epoche), p. 273 (act. Adesso tocca a te!), p. 278 (act. 24), p. 281 (act. 33), p. 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, CF Presentare un'attività fai da te che ti piace o che ti piacerebbe imparare), 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. CF 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>Interpretive Listening: Interpretive Listening is analyzing and interpreting another person's spoken words. Learners use these words to determine the main idea and context of a spoken passage.</p>	<p>p. 23 (act. 7), p. 24 (act. 11), p. 25 (act. 13), p. 26 (act. 14, 17), p. 32 (act. 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. 62 (act. 28, 29), p. 63 (act. 30), p. 67 (act. 40-43), p. 78 (act. 8), p. 84 (act. 23), p. 86 (act. 26, 27), p. 87 (act. 28), p. 91 (act. 39-41), p. 103 (act. 12), p. 105 (act. 20), p. 110 (act. 31, 32), p. 111 (act. 33, 34), p. 115 (act. 44, 45, 46), 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. 157 (act. 17), p. 159 (act. 26), p. 160 (act. 28-30), p. 165 (act. 41-43), p. 177 (act. 9), p. 185 (act. 26), p. 186 (act. 27, 28), p. 187 (act. 30), p. 191 (act. 40-42), p. 195 (act. 50), p. 197 (act. 54), p. 202 (act. 10), p. 209 (act. 30), p. 210 (act. 33, 34), p. 215 (act. 45, 46, 47), 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. 237 (act. 43, 44, 45), 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. 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), 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 (act. 44-46), p. 333 (act. 53), p. 335 (act. 57), 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. 373 (act. 45, 46, 47), p. 377 (act. 54),</p>

	<p>p. 379 (act. 58), p. 385 (act. 23), p. 388 (act. 36), p. 389 (act. 37), p. 390 (act. 41, 42), p. 395 (act. 53, 54, 55), p. 399 (act. 64), p. 401 (act. 69)</p>
<p>Interpretive Reading: Interpretive Reading is analyzing and interpreting written text. Learners use these words to determine the main idea and context of a written passage.</p>	<p>p. 21 (act. 1, 2), p. 22 (act. 4), p. 23 (act. 6), p. 24 (act. 8, 9), p. 25 (act. 12), 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. 61 (act. 26), 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. 84 (act. 23), p. 97 (act. 51), p. 99 (act. 1, 2), p. 100 (act. 4, 6), p. 101 (act. 7), p. 104 (act. 15, 16), p. 105 (act. 18), p. 106 (act. 23), p. 108 (act. 29), p. 119 (act. 55, 56), 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. 149 (act. 3), 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. 171 (act. 52, 53), p. 173 (act. 1, 2), p. 174 (act. 4), p. 175 (act. 5), p. 178 (act. 10), p. 180 (act. 15), p. 182 (act. 19, 20), p. 183 (act. 21), p. 184 (act. 23), p. 197 (act. 51, 52, 54), 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. 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. 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), pp. 276-277 (act. 22), p. 278 (act. 23), p. 288 (act. 45), 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. 301 (act. 26), 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, 10), 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. 369 (act. 35, 36), 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, 15), p. 384 (act. 16-19), p. 385 (act. 21, 22), p. 386 (act. 27), p. 387 (act. 29), p. 388 (act. 32), p. 389 (act. 38, 39), p. 399 (act. 62), p. 401 (act. 67)</p>

INTERCULTURALITY	
<p>Investigation of Products and Practices: Investigation of Products and Practices involves the study of common products that are produced by and representative of the target culture(s). In addition, it encompasses common traditions and behaviors that are typical of the target culture(s).</p>	<p>p. 22 (act. 5), p. 49 (act. 58-60), p. 97 (act. 51-53), p. 106 (act. 23), p. 108 (act. 28), p. 109 (act. Adesso tocca a te!), p. 121 (act. 57), p. 125 (act. 6), p. 127 (act. Adesso tocca a te!), p. 132 (act. 22, 23), p. 133 (act. 25), p. 135 (act. 29), p. 147 (act. 52, 53), p. 149 (act. 1), p. 150 (act. 4), p. 151 (act. 6), 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), p. 197 (act. 51, 54), p. 201 (act. 5, 6), p. 205 (act. 20), p. 211 (act. 37), p. 221 (act. 57, 58, 61), p. 225 (act. 12), p. 230 (act. 23), p. 243 (act. 55, 56, 58), p. 251 (act. 16), p. 267 (act. 57, 59), p. 268 (act. CF: Preparare una presentazione per confrontare il design di varie epoche), p. 278 (act. 23), p. 279 (act. 27), p. 281 (act. 33), pp. 290-291 (act. 50, 51, 52, 54), pp. 312-313 (act. 52), pp. 334-335 (act. 56), p. 346 (act. 28, 29), p. 356-357 (act. 50, 53), p. 360 (act. 5), pp. 378-379 (act. 56), p. 382 (act. 5, 6), p. 383 (act. 12), p. 384 (act. 17), p. 385 (act. 21), p. 386 (act. 26), p. 387 (act. 29), p. 388 (act. 36), pp. 400-401 (act. 67)</p>
<p>Understanding of Cultural Perspectives: Understanding of Cultural Perspectives is the insight into the values, norms, and thoughts that are representative of the target culture(s). These perspectives are typically shaped by the society in which the individual lives.</p>	<p>p. 73 (act. 53, 54), p. 77 (act. 6), p. 97 (act. 51, 54), p. 100 (act. 4), p. 104 (act. 15), p. 105 (act. 18), p. 121 (act. 57, 59), p. 125 (act. 6), p. 132 (act. 23), p. 135 (act. 29), p. 147 (act. 56), p. 152 (act. 8), p. 154 (act. 12), p. 159 (act. 27a, 27b), p. 171 (act. 52), p. 176 (act. 6), p. 211 (act. 37), p. 278 (act. 23, 24), p. 281 (act. 31), p. 358 (act. CF: Fare un'infografica sulle abitudini d'acquisto e i prodotti più comprati della classe), p. 362 (act. 13), p. 363 (act. 14), p. 368 (act. 33, 34), p. 379 (act. 55, 57), p. 380 (act. CF: Descrivere varie tipologie di turisti, CF: Raccontare un'esperienza di viaggio), p. 384 (act. 17, 20)</p>
<p>Participation in Cultural Interactions: Participate in Cultural Interaction is the process in which the learner is able to conduct himself appropriately in interactions with those from the target culture. The learner will recognize cultural differences and will avoid behaviors that are unacceptable by and to</p>	<p>p. 33 (act. 17), p. 50 (act. CF: Realizzare un fotoromanzo su saluti e presentazioni, CF Creare e compilare un modulo d'iscrizione), p. 55 (act. Adesso tocca a te!), p. 63 (act. 31, 32), p. 74 (act. CF: Presentare i modelli di famiglia del proprio Paese; CF Presentare le persone più importanti della tua vita), p. 98 (CF Fare un'infografica su gusti e preferenze della classe), p. 122 (CF Fare la lista delle cose che vi rendono felici la domenica), p. 135 (act. Adesso tocca a te!), p. 148 (act. CF Fare un'inchiesta sul consumo alimentare; CF Presentare la spesa tipica del proprio Paese), p. 153 (act. 11, Adesso tocca a te!), p. 159 (act. 27), p. 161 (act. 32), p. 172 (CF Elaborare la linea del tempo della classe; CF Intervistare un compagno e scrivere il suo CV del 2035), p. 176 (act. 8), p. 181 (act. 18), p. 183 (act. 22), p. 186 (act. 27), p. 187 (act. 31), p. 197 (act. 55), p. 198 (act. CF Promuovere una città da visitare; CF Dare informazioni e descrivere un quartiere), p. 203 (act. 13, Adesso tocca a te!), p. 205 (act. Adesso tocca a te!),</p>

individuals from the target culture.

p. 209 (act. 32, Adesso tocca a te!), p. 222 (act. CF Scegliere un regalo per un compagno, CF Descrivere il regalo più bello e più brutto), p. 225 (act. Adesso tocca a te!), p. 244 (act. CF Presentare un compagno di classe, CF Presentare tre cose indispensabili nel tuo Paese), 8p. 249 (act. Adesso tocca a te!), p. 253 (act. Adesso tocca a te!), 3p. 273 (act. Adesso tocca a te!), p. 292 (act. CF2 1-3), p. 295 (act. Adesso tocca a te!), p. 301 (act. Adesso tocca a te!), 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), 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. 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. 361 (act. Adesso tocca a te!), p. 364 (act. 16, 18), p. 369 (act. 37), p. 380 (act. CF Descrivere varie tipologie di turisti, CF: Raccontare un'esperienza di viaggio particolare o memorabile), p. 385 (act. Adesso tocca a te!), p. 402 (act. CF: Redigere il decalogo civico della classe, CF: Scrivere la propria opinione su un tema di civismo)