

# Instructional Material Program: DAVVERO 1

Wisconsin Standards for World Languages (2019)

**LEVEL:** NOVICE LOW TO NOVICE HIGH

## GOAL AREA: COMMUNICATION

### Standards 1: Interpretive Communication

Students use the target language and cultural knowledge to interpret, analyze, and demonstrate understanding of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.

p. 21 (act. 1, 2), p. 22 (act. 4), p. 23 (act. 6, 7), p. 24 (act. 8, 9, 11), p. 25 (act. 12, 13), p. 26 (act. 14, 15, 16, 17), p. 28 (Communicare in classe), p. 29 (act. 1, 2), p. 30 (act. 4, 5, 7, 8), p. 31 (act. 9), p. 32 (act. 12-14), p. 33 (act. 15, 16), p. 34 (act. 18), p. 35 (act. 19), p. 36 (act. 21, 22), p. 37 (act. 27-29), p. 38 (act. 31, 32), p. 39 (act. 33-35), p. 43 (act. 47-49), p. 47 (act. 57), p. 49 (act. 58, 59), p. 51 (act. 1, 2), pp. 52-53 (act. 4, 5, 6), p. 54 (act. 7, 9, 11), p. 55 (act. 13), p. 56 (act. 14, 15), p. 57 (act. 17-19), pp. 58-59 (act. 20-23), p. 60 (act. 24, 25), p. 61 (act. 26), pp. 62-63 (act. 28-30), p. 73 (act. 54, 55), p. 75 (act. 1, 2), p. 76 (act. 4), p. 77 (act. 6, 7), p. 78 (act. 8, 9), p. 79 (act. 10), p. 80 (act. 12, 13), p. 81 (act. 15), p. 82 (act. 18), p. 84 (act. 23), p. 85 (act. 24), p. 86 (act. 26, 27), p. 87 (act. 28), p. 91 (act. 39, 40, 41), p. 93 (act. Adjectives to describe personality), p. 95 (act. 50), p. 97 (act. 51), p. 99 (act. 1, 2), p. 100 (act. 4, 5, 6), p. 101 (act. 7, 8), p. 102 (act. 9, 11), p. 103 (act. 12), p. 104 (act. 15, 16, 17), p. 105 (act. 18, 20, 21), p. 106 (act. 23), p. 107 (act. 24, 25, 26), pp. 108-109 (act. 29), p. 110 (act. 31, 32), p. 111 (act. 33, 34), p. 114 (act. 41), p. 115 (act. 44-46), p. 118 (act. 47, 48, 49), p. 119 (act. 52, 53, 54, 55, 56), p. 121 (act. 57, 58), p. 123 (act. 1, 2), p. 124 (act. 4), p. 125 (act. 6), p. 126 (act. 7-9), p. 127 (act. 10, 11), p. 128 (act. 12), p. 129 (act. 13, 14), p. 130 (act. 17, 18), p. 131 (act. 20, 21), p. 132 (act. 23), p. 133 (act. 24, 26), p. 134 (act. 27), p. 135 (act. 29), p. 136 (act. 30, 31), p. 137 (act. 32), p. 141 (act. 42-44), p. 145 (act. 51), p. 147 (act. 52, 53, 54, 56), p. 149 (act. 3), p. 150 (act. 4, 5), p. 151 (act. 6, 7), p. 152 (act. 8), p. 153 (act. 9, 10), pp. 154-155 (act. 12, 13), p. 156 (act. 14, 16), p. 157 (act. 17), p. 158 (act. 20-22), p. 159 (act. 23, 26), p. 160 (act. 28, 29, 30) p. 169 (act. 50), p. 171 (act. 52), p. 173 (act. 2), pp. 174-175 (act. 4, 5), p. 176 (act. 6, 7), p. 177 (act. 9), p. 178 (act. 10), p. 179 (act. 11-13), p. 180 (act. 15), p. 181 (act. 16, 17), p. 182 (act. 19, 20), p. 183 (act. 21), p. 185 (act. 24, 25, 26), p. 186 (act. 27, 28), p. 187 (act. 30), p. p. 191 (act. 40-42), p. 197 (act. 51, 52, 54), p. 199 (act. 2), p. 201 (act. 6, 7), p. 202 (act. 9, 10), p. 203 (act. 12), p. 204 (act. 14, 15), p. 205 (act. 20, 21),

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|  | <p>pp. 206-207 (act. 24, 25), p. 208 (act. 28, 29), p. 209 (act. 30), p. 210 (act. 33, 34), p. 211 (act. 36), p. 219 (act. 56), p. 221 (act. 57, 59), p. 223 (act. 1, 2), p. 224 (act. 4, 6-8), p. 225 (act. 10, 11, 12), p. 227 (act. 15, 16), p. 228 (act. 18), p. 230 (act. 23), p. 231 (act. 25, 26, 27, 28), p. 232 (act. 30, 31), p. 241 (act. 52, 53, 54), p. 243 (act. 55, 56), p. 245 (act. 1, 2), p. 246 (act. 5), p. 247 (act. 6, 7), p. 248 (act. 9, 10), p. 249 (act. 11, 12), p. 250 (act. 14), p. 251 (act. 16, 17), p. 252 (act. 18, 19), p. 253 (act. 22, 23), p. 254 (act. 25), p. 255 (act. 29, 32), p. 256 (act. 34, 35), p. 257 (act. 36), p. 261 (act. 46, 47), p. 265 (act. 55), p. 267 (act. 57), p. 269 (act. 3), p. 270 (act. 4), p. 271 (act. 5, 6), p. 272 (act. 7, 8, 10), p. 274 (act. 14), p. 275 (act. 15, 17-20), pp. 276-277 (act. 22), p. 278 (act. 23), p. 279 (act. 26), p. 280 (act. 28-30), p. 285 (act. 40, 41, 42), p. 289 (act. 49), p. 291 (act. 51, 52, 53), p. 293 (act. 1, 3), p. 294 (act. 5, 6), p. 295 (act. 8), p. 296 (act. 12, 13), p. 297 (act. 14, 15), p. 298 (act. 18), p. 299 (act. 19, 20), p. 300 (act. 23, 24), p. 301 (act. 25), p. 302 (act. 27, 28), p. 303 (act. 29, 30), p. 307 (act. 39-41), p. 309 (act. Tools), p. 311 (act. 49), p. 313 (act. 52), p. 315 (act. 2), p. 316 (act. 5), p. 317 (act. 7), p. 318 (act. 13, 14), p. 319 (act. 19), p. 320 (21, 22), p. 321 (act. 23, 24), p. 322 (act. 27), p. 324 (33, 34), p. 329 (act. 44-46), p. 333 (act. 53), p. 335 (act. 56, 57), p. 337 (act. 2), p. 338 (act. 4), p. 339 (act. 6, 7, 8, 10), pp. 340-341 (act. 12, 14-16), p. 342 (act. 18), p. 343 (act. 19, 20, 21, 22), p. 344 (act. 24), p. 345 (act. 25), p. 346 (act. 28, 29), p. 351 (act. 40, 41, 42), p. 355 (act. 49), p. 357 (act. 51, 52), p. 359 (act. 2), p. 360 (act. 5, 6), p. 361 (act. 9-11), p. 363 (act. 14), p. 364 (act. 15, 17), p. 365 (act. 19, 20), p. 366 (act. 22, 23, 24, 25), p. 367 (act. 27, 28, 29, 30, 31), p. 368 (act. 32, 33), p. 369 (act. 35), p. 373 (45, 46, 47), p. 377 (act. 52, 53), p. 379 (act. 56, 58), p. 381 (act. 2, 3), p. 382 (act. 6, 7, 8), p. 383 (act. 9, 11, 12, 13, 15), p. 384 (act. 17, 18, 19), p. 385 (act. 22, 23, 24), p. 386 (act. 27, 28), p. 387 (act. 29, 30), p. 388 (act. 32, 33, 34, 35, 36), p. 389 (act. 37, 38, 39), p. 390 (act. 41, 42), p. 394 (act. 52), p. 395 (act. 53, 54, 55), p. 401 (act. 67, 69)</p> |
| <p><b>Standard 2:</b><br/><b>Interpersonal Communication</b><br/>Students use the target language and cultural knowledge to negotiate meaning through the exchange of information, ideas, reactions, feelings, and opinions in spoken, written, or signed interactions relevant to their lives and broader</p> | <p>p. 21 (act. 2, 3), p. 22 (act. 5), p. 23 (act. 6), 24 (act. 10), p. 25 (act. 12, 13), p. 26 (act. 14, 16), p. 29 (act. 3), p. 30 (act. 5, 6, 8), p. 31 (act. 10, 11, Adesso tocca a te! a, b, c), p. 32 (act. 14), p. 33 (act. 16, 17), p. 35 (act. 19, 20, Adesso tocca a te!), p. 36 (act. 21, 23, 24, 25, 26), p. 37 (act. 27, 30, Adesso tocca a te! a, b, c), p. 39 (act. 34, 35, 36), p. 42 (act. 37, 39, 40, 44, 45, 46), p. 43 (act. 47-49), p. 44 (act. Write down the reasons why you study Italian), p. 46 (act. 50, 51, 52, 53, 54), p. 47 (act. 55-57), p. 49 (act. 58, 60), p. 50 (act. CF: Realizzare un fotoromanzo su saluti e presentazioni; CF: Creare e compilare un modulo d'iscrizione), p. 51 (act. 1, 3), p. 53 (act. 6), p. 54 (act. 7, 8, 10), p. 55 (act. 12, 13, Adesso tocca a te! a, b, c), p. 56 (act. 15, 16), p. 57 (act. 18, 19, Adesso tocca a te!), p. 59 (act. 22), p. 60 (act. 24), p. 62 (act. 28), p. 63 (act. 31, 32), p. 66 (act. 33-39), p. 67 (act. 41-43), p. 70 (act. 44-48), p. 71 (act. 49-52),</p>  |

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| communities. | <p>p. 73 (act. 53, 54, 55, 56), p. 74 (act. 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. 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, 52, 53, 54), p. 98 (act. CF Fare un'infografica su gusti e preferenze della classe; CF Trovare il/la compagno/a con cui si ha più affinità), p. 99 (act. 1, 3), p. 100 (act. 4, 5, 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. 19-22, 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, 38, 39, 40, 42, 43), p. 115 (act. 44-46), 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; CF: Preparare un test per un compagno e decidere che tipo di vita fa), p. 123 (act. 1, 3), p. 124 (act. 4, 5), p. 125 (act. 6), p. 126 (act. 7, 8, 9), p. 127 (act. Adesso tocca a te!), p. 129 (act. 14, 15), p. 130 (act. 16, 17, 18, 19), p. 131 (act. 20, 21, Adesso tocca a te!), p. 132 (act. 22, 23), p. 133 (act. 24, 25), p. 134 (act. 28), p. 137 (act. 33, 34, 35), p. 140 (act. 36, 37, 38, 39, 40, 41), p. 141 (act. 42-44), 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!), pp. 154-155 (act. 12), p. 156 (act. 14-16), p. 157 (act. 18, 19, Adesso tocca a te! a, b, c), p. 158 (act. 20, 21), p. 159 (act. 23, 24, 25, 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, 52, 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), pp. 174-175 (act. 4, 5), p. 176 (act. 6, 7, 8), p. 177 (act. Adesso tocca a te!), p. 178 (act. 10), p. 179 (act. 11-14), p. 181 (act. 16, 17, 18), p. 182 (act. 19), p. 183 (act. 21, 22), p. 184 (act. 23), p. 185 (act. 24, 25, Adesso tocca a te!), p. 186 (act. 27, 29), p. 187 (act. 31, 32), p. 190 (act. 33, 36-39), p. 191 (act. 40-42), 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; CF: Dare informazioni e descrivere un quartiere), 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! a, b), p. 204 (act. 15, 16, 17, 18), p. 205 (act. 19-23, Adesso tocca a te!), pp. 206-207 (act. 24-27), p. 208 (act. 29), p. 209 (act. 31, 32, Adesso tocca a te! a-c), p. 210 (act. 33), p. 211 (act. 35-37), p. 214 (act. 38-44), p. 215 (act. 45, 46, 47), 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; CF Descrivere il regalo più bello e più brutto), p. 223 (act. 1, 3), p. 224 (act. 5, 6, 8), p. 225 (act. 9, 11, 12,</p> |
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Adesso tocca a te! a, b), 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, 34, 35), p. 236 (act. 36, 37, 38, 39, 40, 41, 42), p. 237 (act. 43-45), p. 240 (act. 46-51), p. 241 (act. 53-54), p. 243 (act. 55- 58), p. 244 (act. CF Presentare un compagno di classe; CF Presentare tre cose indispensabili nel tuo Paese 1-4), 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, 14, 15), p. 251 (act. 16, 17), p. 252 (act. 18-21), 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. 37-39), p. 260 (act. 40, 41, 42, 43, 44, 45), p. 261 (act. 46, 47), p. 264 (act. 48-52), p. 265 (act. 53-55), p. 267 (act. 56, 58, 59), p. 268 (act. CF: Preparare una presentazione per confrontare il design di varie epoche), p. 269 (act. 1, 2), p. 271 (act. 5), 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, 35, 36, 37, 38, 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, 21, 22), p. 300 (act. 24), p. 301 (act. 25, 26, Adesso tocca a te!), p. 303 (act. 31), p. 306 (act. 32, 33, 34, 35, 36, 37, 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, 52, 53, 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! a, b), p. 318 (act. 12, 14), p. 319 (act. 15-8, 20, Adesso tocca a te!), p. 321 (act. 23, 25, 26), p. 322 (act. 28), p. 323 (act. 28-32, Adesso tocca a te!), p. 325 (act. 35-37), p. 328 (act. 38, 39, 40, 41, 42, 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, 9, Adesso tocca a te! a, b), p. 340 (act. 11), p. 341 (act. 13, Adesso tocca a te!), p. 342 (act. 17, 18), p. 344 (act. 23, 24), p. 345 (act. 26, 27, Adesso tocca a te!), p. 347 (act. 30, 31, 32, 33), p. 350 (act. 34, 35, 36, 37, 38, 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, 5, 7), p. 361 (act. 8, 9, 11, 12, Adesso tocca a te! a, b, c), p. 362 (act. 13), p. 363 (act. 14), p. 364 (act. 16, 18), p. 365 (act. 21, Adesso tocca a te! a, b), p. 366 (act. 22, 23, 26), p. 367 (act. 28), p. 368 (act. 32, 34), p. 369 (act. 36, 37), p. 372 (act. 38, 39, 40, 41, 42, 43, 44), p. 373 (act. 45, 46, 47), p. 376 (act. 50), p. 377 (act. 54), p. 376 (act. 48-51),

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|  | <p>p. 379 (act. 55, 57), p. 380 (act. CF: Descrivere varie tipologie di turisti; CF: Raccontare un'esperienza di viaggio particolare o memorabile), p. 381 (act. 2, 3), p. 382 (act. 4-6, 8), p. 383 (act. 10, 14, Adesso tocca a te!), p. 384 (act. 16, 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), pp. 390-391 (act. 43, 44, 45, 46), p. 394 (act. 47, 48, 49, 50, 51, 52), p. 395 (act. 53-55), p. 398 (act. 56-61), p. 399 (act. 62-65), p. 401 (act. 66, 67, 68, 70), p. 402 (act. CF: Redigere il decalogo civico della classe; CF: Scrivere la propria opinione su un tema di civismo 1, 2, 3)</p>   |
| <p><b>Standard 3:<br/>Presentational<br/>Communication</b><br/>Students use the target language and cultural knowledge to present information, concepts, and ideas on topics of relevance to their lives and broader communities to inform, explain, persuade, and narrate for diverse audiences within and beyond the learning environment.</p> | <p>p. 37 (act. Adesso tocca a te!), p. 49 (act. 60), p. 50 (act. CF: Realizzare un fotoromanzo su saluti e presentazioni), p. 61 (act. 27, Adesso tocca a te! a, b, c, d), p. 63 (act. 32), p. 74 (act. CF Presentare i modelli di famiglia del proprio Paese; CF Presentare le persone più importanti della tua vita), p. 79 (act. Adesso tocca a te!), p. 98 (act. CF: Fare un'infografica su gusti e preferenze della classe), p. 109 (act. Adesso tocca a te!), p. 127 (act. Adesso tocca a te!), p. 135 (act. Adesso tocca a te!), p. 148 (act. CF Presentare la spesa tipica del proprio Paese), p. 181 (act. Adesso tocca a te!), p. 198 (act. CF: Promuovere una città da visitare), p. 222 (act. CF Descrivere il regalo più bello e più brutto ), p. 231 (act. 29), p. 249 (act. Adesso tocca a te!), p. 253 (act. Adesso tocca a te! a-d), p. 267 (act. 59), p. 268 (act. CF: Arredare gli spazi di una scuola), p. 279 (act. Adesso tocca a te!), p. 281 (act. 33), p. 292 (act. CF: Preparare la presentazione di una decade della moda nel tuo Paese), p. 295 (act. Adesso tocca a te! a-c), p. 313 (act. 54), p. 314 (act. CF Presentare un'attività fai da te che ti piace o che ti piacerebbe imparare), p. 317 (act. 11), p. 336 (act. Scambiarsi consigli sulla gestione del tempo 1-3, Immaginare e presentare una società del futuro funzionale e sana 1-3), p. 361 (act. Adesso tocca a te! a-c), p. 367 (act. Adesso tocca a te! a, b), p. 379 (act. 59), p. 380 (act. CF: Descrivere varie tipologie di turisti), p. 389 (act. CF: Adesso tocca a te!), p. 402 (act. CF: Redigere il decalogo civico della classe)</p> |
| <p><b>GOAL AREA: CULTURAL AND GLOBAL COMPETENCE</b></p>  |  |
| <p><b>Standard 4:<br/>Intercultural<br/>communication</b><br/>Students use the target language and cultural knowledge to investigate, compare, explain, interact, and reflect on the relationships between the products, practices,</p>  | <p>p. 31 (act. 9-11, Adesso tocca a te!), p. 32 (act. 14), p. 33 (act. 17), p. 35 (act. 20), p. 38 (act. 32), p. 39 (act. 36), p. 49 (act. 58, 59, 60), p. 55 (act. Adesso tocca a te!), p. 63 (act. 31), p. 73 (act. 53, 54), p. 74 (act. CF Presentare i modelli di famiglia del proprio Paese), p. 76 (act. 5), p. 77 (act. 6), p. 83 (act. 20), p. 85 (act. Adesso tocca a te!), p. 97 (act. 51, 52, 54), p. 100 (act. 4, 6), p. 102 (act. 10), p. 105 (act. 18), p. 108 (act. 28, 29), p. 109 (act. Adesso tocca a te!), p. 111 (act. 36), p. 121 (act. 57, 59), p. 127 (act. Adesso tocca a te!), p. 130 (act. 19), p. 131 (act. Adesso tocca a te!), p. 132 (act. 22), p. 133 (act. 25), p. 135 (act. 29, Adesso tocca a te!), p. 137 (act. 35), p. 147 (act. 52-56), p. 148 (act. CF: Presentare la spesa tipica del proprio</p>   |

and perspectives of diverse and dynamic cultures within their local and global communities.

Paese ), p. 150 (act. 5), p. 151 (act. 6), p. 152 (act. 8), p. 154 (act. 12), p. 158 (act. 20), p. 159 (act. Adesso tocca a te!), p. 171 (act. 51, 52, 53), p. 172 (act. CF Intervistare un compagno e scrivere il suo CV del 2035), p. 175 (act. 5), p. 176 (act. 6), p. 177 (act. Adesso tocca a te!), p. 178 (act. 10), p. 179 (act. 14), p. 180 (act. 15), p. 181 (act. Adesso tocca a te!), p. 183 (act. 22), p. 185 (act. Adesso tocca a te!), p. 186 (act. 27, 29), p. 187 (act. 32), p. 197 (act. 51, 53, 55), p. 198 (act. CF: Promuovere una città da visitare; CF: Dare informazioni e descrivere un quartiere), p. 201 (act. 5, 6), p. 203 (act. Adesso tocca a te!), p. 204 (act. 18), p. 205 (act. Adesso tocca a te!), p. 209 (act. 32), p. 211 (act. 37), p. 221 (act. 57, 61), p. 225 (act. 12), p. 229 (Adesso tocca a te!), p. 231 (act. Adesso tocca a te! a, b), p. 243 (act. 55, 57, 58), p. 244 (act. CF: Presentare un compagno di classe; CF: Presentare tre cose indispensabili nel tuo Paese), p. 249 (act. Adesso tocca a te!), p. 267 (act. 56, 59), p. 268 (act. CF Preparare una presentazione per confrontare il design di varie epoche), p. 273 (act. Adesso tocca a te!), p. 278 (act. 23, 24), p. 279 (act. 27, Adesso tocca a te!), p. 281 (act. 33), p. 291 (act. 50), 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. 51, 52, 53, 54), p. 316 (act. 4, 5), p. 317 (act. Adesso tocca a te!), p. 323 (act. Adesso tocca a te! a, b, c), p. 325 (act. 36, 37), p. 335 (act. 55, 58), p. 336 (act. CF Immaginare e presentare una società del futuro funzionale e sana), p. 339 (act. 6, Adesso tocca a te!), p. 345 (act. Adesso tocca a te!), p. 358 (act. Preparare l'annuncio di un oggetto usato da vendere su una piattaforma web), p. 367 (act. Adesso tocca a te!), p. 379 (act. 59), p. 382 (act. 5, 6), p. 383 (act. 10, 14, Adesso tocca a te!), p. 384 (act. 16, 17, 20), p. 385 (act. 21, 23, 24, 25), p. 386 (act. 26), p. 387 (act. 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, 70), p. 402 (act. CF: Redigere il decalogo civico della classe; CF: Scrivere la propria opinione su un tema di civismo)



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| <p><b>Standard 5: Global Competence and Community Engagement</b><br/>Students use the target language and cultural knowledge to investigate the world, recognize diverse perspectives, interact and exchange ideas with people from diverse backgrounds, and engage with others to improve conditions within their local and global communities.</p> | <p>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; CF: Trovare il/la compagno/a con cui si ha più affinità), p. 122 (act. CF: Fare la lista delle cose che vi rendono felici la domenica; CF: Preparare un test per un compagno e decidere che tipo di vita fa), p. 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. Adesso tocca a te!), p. 172 (act. CF: Elaborare la linea del tempo della classe; CF: Intervistare un compagno e scrivere il suo CV del 2035), p. 177 (act. Adesso tocca a te!), 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. 231 (act. Adesso tocca a te!), p. 244 (act. CF Presentare un compagno di classe; CF: Presentare tre cose indispensabili nel tuo Paese), p. 314 (act. CF: Creare uno spazio virtuale della classe in cui offrire servizi), p. 317 (act. Adesso tocca a te!), p. 336 (act. Immaginare e presentare una società del futuro funzionale e sana 1-3), p. 383 (act. 10, 14), p. 383 (act. Adesso tocca a te!), p. 384 (act. 16, 17, 20), p. 385 (act. 21, 23, 24, 25) p. 389 (act. 40, Adesso tocca a te! a-c), p. 391 (act. 45, 46), p. 402 (act. Redigere il decalogo civico della classe 1, 2, 3, Scrivere la propria opinione su un tema di civismo 1-3)</p> |
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