

Instructional Material Program: DAVVERO 1

2011 Missouri World Languages Course-Level Expectations

LEVEL 1

COMMUNICATION	
1. Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions	
INTERPERSONAL MODE: LISTENING AND SPEAKING	
A. Ask and answer questions about very familiar topics.	<p>p. 21 (act. 1, 2, 3), p. 22 (act. 5), p. 23 (act. 6), p. 24 (act. 10), p. 25 (act. 12, 13), p. 26 (act. 14, 15, 16, 17), p. 29 (act. 1, 3), p. 30 (act. 6, 8), p. 31 (act. 11), p. 32 (act. 12, 13, 14), p. 33 (act. 16, 17), p. 35 (act. 19, 20, Adesso tocca a te!), p. 36 (act. 21, 24, 26), p. 37 (act. 27, 30), p. 39 (act. 34), p. 42 (act. 37, 38, 39, 40, 41, 42, 43, 44, 45, 46), p. 43 (act. 47, 48, 49), p. 46 (act. 52, 53, 54), p. 47 (act. 55, 56, 57), p. 50 (act. CF Creare e compilare un modulo d'iscrizione), p. 51 (act. 1, 3), p. 53 (act. 6), p. 54 (act. 7, 8, 9), p. 55 (act. 12), p. 56 (act. 15, 16), p. 57 (act. 18, 19), p. 59 (act. 22), p. 60 (act. 24), p. 66 (act. 33, 34, 35, 36, 37, 38, 39), p. 67 (act. 40, 41, 42, 43), p. 70 (act. 44, 45, 46, 47, 48), p. 71 (act. 49, 50, 51), p. 73 (act. 54), p. 75 (act. 1, 3), p. 77 (act. 7), p. 78 (act. 9), p. 79 (act. 10, 11), p. 81 (act. 14, 16), p. 82 (act. 18), p. 83 (act. 19, 20, 21, 22), p. 85 (act. 24, Adesso tocca a te!), p. 87 (act. 29, 30), p. 90 (act. 32, 33, 34, 35, 36, 37, 38), p. 91 (act. 39, 40), p. 93 (act. Write adjectives to describe your personality), p. 94 (act. 42, 43, 44, 45), p. 95 (act. 48, 49, 50), p. 98 (act. Adesso tocca a te!), p. 99 (act. 1, 3), p. 100 (act. 4), p. 101 (act. 7, 8), p. 102 (act. 9, 10, 11), p. 103 (act. 13, Adesso tocca a te!), p. 104 (act. 14, 17), p. 105 (act. 18, 21, 22, Adesso tocca a te!), p. 107 (act. 25, 26), p. 109 (act. 30), p. 111 (act. 36), p. 114 (act. 37, 38, 39, 40, 41, 42, 43), p. 115 (act. 44, 45, 46), p. 118 (act. 47, 48, 49, 50, 51), p. 119 (act. 54, 55, 56), p. 121 (act. 57, 59), p. 122 (act. 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), p. 128 (act. 12), p. 129 (act. 13, 14, 15), p. 130 (act. 16, 17, 18, 19), p. 131 (act. 20, 21, Adesso tocca a te!), p. 133 (act. 24), p. 134 (act. 27), p. 137 (act. 33, 34), p. 140 (act. 36, 37, 38, 39, 40, 41), p. 141 (act. 42, 43, 44), p. 144 (act. 45, 46, 47, 48), p. 145 (act. 49, 50, 51), p. 147 (act. 52, 53, 55, 56), p. 149 (act. 1, 2), p. 150 (act. 5), p. 152</p>

	<p>(act. 8), p. 153 (act. 9, 10, 11), p. 156 (act. 14, 15, 16), p. 157 (act. 18, 19), p. 158 (act. 20), p. 159 (act. 23, 24, 25), p. 161 (act. 32, 33, 34), p. 164 (act. 35, 36, 37, 38, 39, 40), p. 165 (act. 41, 42, 43), p. 168 (act. 44, 46), p. 169 (act. 47, 48, 49, 50), p. 171 (act. 51), p. 172 (act. CF Intervistare un compagno e scrivere il suo CV del 2035), p. 173 (act. 1, 3), p. 175 (act. 5), p. 176 (act. 7, 8), p. 179 (act. 11, 12, 13), p. 180 (act. 15), p. 181 (act. 17), p. 183 (act. 22), p. 185 (act. 24, 25), p. 186 (act. 27, 29), p. 190 (act. 33, 34, 35, 36, 37, 38, 39), p. 191 (act. 40, 41, 42), p. 194 (act. 43, 44, 45, 46, 47), p. 195 (act. 48, 49, 50), p. 197 (act. 51, 53), p. 199 (act. 1, 2), p. 201 (act. 7), p. 202 (act. 9, 11), p. 203 (act. 12), p. 204 (act. 15, 16, 17), p. 205 (act. 21, 22, Adesso tocca a te!), pp. 206-207 (act. 24, 25, 26, 27), p. 208 (act. 29), p. 209 (act. 31, 32), p. 211 (act. 35, 37), p. 214 (act. 38, 39, 40, 41, 42, 43, 44), p. 215 (act. 45, 46, 47), p. 218 (act. 48, 49, 50, 51, 52), p. 219 (act. 53, 54, 55, 56), p. 222 (act. CF Scegliere un regalo per un compagno), p. 223 (act. 1, 2, 3), p. 224 (act. 4, 6, 7, 8), p. 225 (act. 9, Adesso tocca a te!), p. 226 (act. 14), p. 227 (act. 17), p. 228 (act. 19), p. 229 (act. 20), p. 231 (act. 25, 26, 27), p. 236 (act. 36, 37, 38, 39, 40, 41, 42), p. 237 (act. 43, 44, 45), p. 241 (act. 52, 53, 54), p. 243 (act. 56), p. 244 (act. CF Presentare un compagno di classe), p. 245 (act. 1, 3), p. 246 (act. 4, 5), p. 248 (act. 9, 10), p. 250 (act. 13, 14), p. 252 (act. 18, 19), p. 254 (act. 26, 27), p. 255 (act. 28, 30, 31), p. 260 (act. 40, 41, 42, 43, 44, 45), p. 261 (act. 46, 47), p. 264 (act. 48, 46, 47, 48, 49, 50, 51, 52), p. 265 (act. 53, 54, 55), p. 269 (act. 1, 2), p. 271 (act. 5, 6), p. 272 (act. 7, 8, 9), p. 273 (act. 11, Adesso tocca a te!), p. 275 (act. 15, 16, 17), pp. 276-277 (act. 22), p. 279 (act. 25), p. 284 (act. 34, 35, 36, 37, 38, 39), p. 285 (act. 40, 41, 42), p. 288 (act. 43, 44), p. 289 (act. 46, 47, 48, 49), p. 294 (act. 4, 6), p. 295 (act. 7, 9), p. 296 (act. 11, 12), p. 297 (act. 14, 15), p. 298 (act. 16, 17, 18), p. 299 (act. 21), p. 300 (act. 24), p. 301 (act. 25), p. 303 (act. 29), p. 306 (act. 32, 33, 34, 35, 36, 37, 38), p. 307 (act. 39, 40, 41), p. 309 (act. Write the name of the tools you use most often), p. 310 (act. 43, 44, 45, 46), p. 311 (act. 47, 48, 49, 50), p. 315 (act. 1, 3), p. 316 (act. 4, 5, 6), p. 317 (act. 8, 9, 10), p. 318 (act. 12), p. 319 (act. 15, 16, 17, 18, 20), p. 320 (act. 21, 22), p. 321 (act. 23, 24, 25, 26), p. 322 (act. 28), p. 323 (act. 30, 31), p. 325 (act. 35), p. 328 (act. 38, 39, 40, 41, 42, 43), p. 329 (act. 44, 45, 46), p. 332 (act. 47, 48, 49, 50, 51), p. 333 (act. 52, 53, 54), p. 337 (act. 1, 2, 3), p. 338 (act. 5), p. 339 (act. 6, 7, 8, 9, 10, Adesso tocca a te!), p. 340 (act. 11), p. 341 (act. 14, 16), p. 342 (act. 17, 18), p. 343 (act. 19, 20, 21, 22), p. 344 (act. 23), p. 345 (act. 25, 26), p. 350 (act. 34, 35, 36, 37, 38, 39), p. 351 (act. 40, 41, 42), p. 354 (act. 43, 44, 45, 46), p. 355 (act. 48, 49), p. 358 (act. CF Fare un'infografica sulle abitudini d'acquisto e i prodotti più comprati della classe), p. 359 (act. 1, 3), p. 360 (act. 4, 5, 6), p. 361 (act. 8, 10, 11, 12), p. 363 (act. 14), p. 364 (act. 15, 17, 18), p. 365 (act. 20, 21), p. 366 (act. 22, 24, 25, 26), p. 367 (act. 28, 29, 30), p. 369 (act. 35, 36), p. 372 (act. 38, 39, 40, 41, 42, 43, 44), p. 373 (act. 45, 46, 47), p. 376 (act. 48, 49, 50, 51), p. 377 (act. 52, 53,</p>
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	<p>54), p. 379 (act. 55), p. 381 (act. 1, 2, 3), p. 382 (act. 4, 5, 6, 8), p. 383 (act. 9, 11, 13, 14), p. 384 (act. 16, 18, 19, 20), p. 385 (act. 22), p. 386 (act. 26, 27, 28), p. 387 (act. 29), p. 388 (act. 32, 33, 34, 35, 36), p. 389 (act. 38, 39), p. 391 (act. 44), p. 394 (act. 47, 48, 49, 50, 51, 52), p. 395 (act. 53, 54, 55), p. 398 (act. 56, 57, 58, 59, 60, 61), p. 399 (act. 62, 63, 64, 65).</p>
<p>B. Engage in common classroom interactions such as, greetings, stating needs and preferences.</p>	<p>p. 30 (act. 5, 6), p. 31 (act. Adesso tocca a te!), p. 37 (act. Adesso tocca a te!), p. 50 (act. CF Creare e compilare un modulo d'iscrizione), p. 74 (act. CF Presentare le persone più importanti della tua vita), p. 79 (act. 11), p. 81 (act. 16), p. 83 (act. 19, 20), p. 84 (act. 23), p. 85 (act. Adesso tocca a te!), p. 94 (act. 42, 43, 44, 45), p. 95 (act. 49, 50), p. 97 (act. 51), p. 98 (act. CF Fare un'infografica su gusti e preferenze della classe, CF Trovare il/la compagno/a in cui si ha più affinità), p. 101 (act. 7), p. 103 (act. 13, Adesso tocca a te!), p. 104 (act. 14), p. 105 (act. 19, Adesso tocca a te!), p. 108 (act. 28, 29), p. 109 (act. 30), p. 119 (act. 55), p. 122 (act. CF Fare la lista delle cose che vi rendono felici la domenica), p. 124 (act. 4), p. 125 (act. 6), p. 126 (act. 9), p. 129 (act. 15), p. 130 (act. 16), p. 131 (act. Adesso tocca a te!), p. 134 (act. 28), p. 137 (act. 33, 34), p. 148 (act. CF Fare un'inchiesta sul consumo alimentare), p. 172 (act. CF Elaborare la linea del tempo della classe), p. 176 (act. 8), p. 177 (act. Adesso tocca a te!), p. 178 (act. 10), p. 180 (act. 15), p. 182 (act. 19, 20), p. 183 (act. 22), p. 186 (act. 27), p. 187 (act. 31), p. 200 (act. 3, 4), p. 201 (act. 8), p. 202 (act. 10), p. 203 (act. 13, Adesso tocca a te!), p. 204 (act. 18), p. 205 (act. 19, Adesso tocca a te!), p. 209 (act. 31, 32, Adesso tocca a te!), p. 211 (act. 35), p. 222 (act. CF Scegliere un regalo per un compagno), p. 224 (act. 4), p. 226 (act. 13), p. 227 (act. 15, 17), p. 228 (act. 18), p. 229 (act. 21, Adesso tocca a te!), p. 233 (act. 33), p. 240 (act. 46, 47, 48, 49, 50, 51), p. 243 (act. 55), p. 246 (act. 4), p. 248 (act. 8), p. 252 (act. 20), p. 253 (act. 22), p. 254 (act. 24), p. 257 (act. 38), p. 267 (act. 56, 58), p. 281 (act. 31), p. 294 (act. 4), p. 296 (act. 12), p. 297 (act. Adesso tocca a te!), p. 298 (act. 16, 17), p. 299 (act. 22), p. 303 (act. 31), p. 314 (act. CF Creare uno spazio virtuale della classe in cui offrire servizi), p. 316 (act. 6), p. 318 (act. 12, 14), p. 319 (act. 20), p. 321 (act. 23), p. 323 (act. 32, Adesso tocca a te!), p. 325 (act. 36, 37), p. 335 (act. 58), p. 336 (act. CF Scambiarsi consigli sulla gestione del tempo), p. 337 (act. 3), p. 338 (act. 4, 5), p. 339 (act. Adesso tocca a te!), p. 344 (act. 24), p. 345 (act. 27, Adesso tocca a te!), p. 358 (act. CF Fare un'infografica sulle abitudini d'acquisto e i prodotti più comprati della classe), p. 360 (act. 4), p. 363 (act. 14), p. 364 (act. 16), p. 368 (act. 32), p. 378 (act. 55), p. 379 (act. 57), p. 383 (act. 10, 14), p. 384 (act. 16, 17), p. 385 (act. 21, 25, Adesso tocca a te!), p. 388 (act. 32), p. 389 (act. Adesso tocca a te!), p. 390 (act. 43), p. 391 (act. 45, 46), p. 401 (act. 68), p. 402 (act. CF Redigere il decalogo civico della classe, Scrivere la propria opinione su un tema di civismo).</p>

<p>C. Share likes and dislikes.</p>	<p>p. 36 (act. 25), p. 75 (act. 1), p. 79 (act. 11, Adesso tocca a te!), p. 81 (act. 14, 16, Adesso tocca a te!), p. 85 (act. Adesso tocca a te!), p. 87 (act. 30, 31), p. 91 (act. 41), p. 97 (act. 52), p. 98 (act. Adesso tocca a te!), p. 106 (act. 23), p. 123 (act. 2), p. 131 (act. Adesso tocca a te!), p. 134 (act. 28), p. 147 (act. 56), p. 154 (act. 12), p. 183 (act. 21), p. 187 (act. 31), p. 246 (act. 4), p. 252 (act. 20), p. 255 (act. 33), p. 267 (act. 56), p. 295 (act. 10), p. 341 (act. 13), p. 379 (act. 57), p. 387 (act. 31).</p>
<p>D. Exchange descriptions of people and places, in addition to products of the target culture.</p>	<p>p. 30 (act. 8), p. 32 (act. 14), p. 33 (act. 17), p. 36 (act. 21, 23, 24, 26), p. 49 (act. 58, 60), p. 54 (act. 10), p. 55 (act. 13, Adesso tocca a te!), p. 57 (act. Adesso tocca a te!), p. 59 (act. 23), p. 61 (act. 27, Adesso tocca a te!), p. 62 (act. 28), p. 63 (act. 31, 32), p. 70 (act. 44, 45, 46, 47, 48), p. 73 (act. 53, 56), p. 74 (act. CF Presentare i modelli di famiglia del proprio Paese), p. 76 (act. 5), p. 77 (act. 7), p. 81 (act. 17), p. 84 (act. 23), p. 85 (act. 24, 25), p. 94 (act. 46, 47), p. 97 (act. 53), p. 100 (act. 4, 6), p. 107 (act. 24), p. 109 (act. Adesso tocca a te!), p. 111 (act. 35), p. 119 (act. 52, 53), p. 121 (act. 57), p. 122 (act. CF Preparare un test per un compagno e decidere che tipo di vita fa), p. 127 (act. Adesso tocca a te!), p. 130 (act. 17, 19), p. 132 (act. 22, 23), p. 133 (act. 25), p. 135 (act. Adesso tocca a te!), p. 147 (act. 52, 53, 55), p. 148 (act. CF Presentare la spesa tipica del proprio Paese), p. 151 (act. 6), p. 152 (act. 8), p. 158 (act. 21), p. 159 (act. Adesso tocca a te!), p. 161 (act. 31), p. 171 (act. 52, 53), p. 174 (act. 4), p. 176 (act. 6, 8), p. 177 (act. Adesso tocca a te!), p. 178 (act. 10), p. 179 (act. 11, 14), p. 181 (act. 16, 18, Adesso tocca a te!), p. 186 (act. 27, 29), p. 187 (act. 32), p. 194 (act. 45, 46), p. 197 (act. 51, 55), p. 198 (act. CF Promuovere una città da visitare), p. 201 (act. 5), p. 202 (act. 10), p. 205 (act. 23), p. 207 (act. 27), p. 209 (act. Adesso tocca a te!), p. 210 (act. 33), p. 219 (act. 53, 54, 55, 56), p. 221 (act. 57, 61), p. 222 (act. CF Descrivere il regalo più bello e più brutto), p. 225 (act. 11, 12), p. 230 (act. 22, 23), p. 231 (act. 24, 25, 26, 27, 29, Adesso tocca a te!), p. 232 (act. 32), p. 240 (act. 46, 47, 48, 49, 50, 51), p. 243 (act. 58), p. 244 (act. CF Presentare un compagno di classe, Presentare tre cose indispensabili nel tuo Paese), p. 249 (act. Adesso tocca a te!), p. 246 (act. 4), p. 250 (act. 15), p. 251 (act. 16), p. 252 (act. 21), p. 253 (act. Adesso tocca a te!), p. 257 (act. 38), p. 265 (act. 53), p. 267 (act. 58, 59), p. 268 (act. CF Arredare gli spazi di una scuola, Preparare una presentazione per confrontare il design di varie epoche), p. 269 (act 1), p. 273 (act. 12), p. 274 (act. 13, 14), p. 275 (act. 21, Adesso tocca a te!), p. 278 (act. 24), p. 279 (act. 27, Adesso tocca a te!), p. 281 (act. 33), p. 288 (act. 45), p. 291 (act. 50), p. 292 (act. CF Fare un cartellone con i ricordi della scuola primaria, Preparare la presentazione di una decade della moda nel tuo Paese), p. 295 (act. Adesso tocca a te!), p. 310 (act. 42), pp. 312-313 (act. 51, 52, 54), p. 314 (act. CF Presentare un'attività fai da te che ti piace o che ti piacerebbe imparare), p. 317 (act. 11, Adesso tocca a te!), p. 319 (act. Adesso tocca a te!), p. 335 (act. 55), p. 336 (act. CF</p>

	<p>Immaginare e presentare una società del futuro funzionale e sana), p. 338 (act. 4), p. 341 (act. Adesso tocca a te!), p. 342 (act. 17), p. 345 (act. Adesso tocca a te!), p. 347 (act. 30, 33), p. 354 (act. 47), p. 357 (act. 50, 53), p. 358 (act. CF Preparare l’annuncio di un oggetto usato da vendere su una piattaforma web), p. 360 (act. 7), p. 361 (act. 8, 9, Adesso tocca a te!), p. 362 (act. 13), p. 364 (act. 16, 18), p. 365 (act. Adesso tocca a te!), p. 367 (act. Adesso tocca a te!), p. 368 (act. 34), p. 369 (act. 37), p. 379 (act. 59), p. 380 (act. CF Descrivere varie tipologie di turisti, Raccontare un’esperienza di viaggio particolare o memorabile), p. 382 (act. 5, 6), p. 383 (act. Adesso tocca a te!), p. 384 (act. 20), p. 385 (act. 23), p. 386 (act. 26), p. 390 (act. 43), p. 391 (act. 46), p. 401 (act. 66, 67, 70).</p>
<p>E. Use common social amenities such as please, thank you, excuse me.</p>	<p>p. 28 (act. Comunicare in classe), p. 31 (act. 9, 10, 11), p. 39 (act. 34, 36), p. 46 (act. 50, 51), p. 50 (act. CF Realizzare un fotoromanzo su saluti e presentazioni), p. 221 (act. 58), p. 299 (act. 20), p. 301 (act. Adesso tocca a te!), p. 311 (act. 48), p. 323 (act. 29).</p>
<p>2. Students understand and interpret written and spoken language on a variety of topics</p>	
<p>INTERPRETIVE MODE: READING AND LISTENING</p>	
<p>A. Identify people, places and things based on oral and written descriptions.</p>	<p>p. 21 (act. 2), p. 22 (act. 4), p. 23 (act. 7), p. 24 (act. 8, 11), p. 30 (act. 4), p. 34 (act. 18), p. 36 (act. 21, 22), p. 38 (act. 31, 32), p. 39 (act. 33), p. 49 (act. 58, 59), p. 51 (act. 1, 2), p. 52 (act. 4, 5), p. 54 (act. 8, 11), p. 55 (act. 13), p. 56 (act. 14), pp. 58-59 (act. 21), p. 59 (act. 22), p. 61 (act. 26), pp. 62-63 (act. 28, 29), p. 63 (act. 30), p. 73 (act. 55), p. 75 (act. 1, 2), p. 76 (act. 4), p. 77 (act. 6), p. 78 (act. 8), p. 79 (act. 10), p. 80 (act. 12, 13), p. 81 (act. 15), p. 84 (act. 23), p. 86 (act. 26, 27), p. 87 (act. 28), p. 97 (act. 53), p. 99 (act. 2), p. 100 (act. 6), p. 101 (act. 7), p. 103 (act. 12), p. 104 (act. 15, 16), p. 105 (act. 20), p. 106 (act. 23), p. 108 (act. 29), p. 110 (act. 31, 32), p. 111 (act. 33, 34), p. 121 (act. 58), p. 123 (act. 1), p. 125 (act. 6), p. 127 (act. 10, 11), p. 130 (act. 17), p. 132 (act. 23), p. 136 (act. 30, 31), p. 137 (act. 32), p. 147 (act. 52, 53), p. 149 (act. 2, 3), p. 150 (act. 4), p. 151 (act. 6, 7), p. 152 (act. 8), pp. 154-155 (act. 12, 13), p. 157 (act. 17), p. 158 (act. 20), p. 159 (act. 26), p. 160 (act. 28, 29, 30), p. 171 (act. 52), p. 173 (act. 2), p. 175 (act. 5), p. 177 (act. 9), p. 183 (act. 21), p. 184 (act. 23), p. 186 (act. 28), p. 187 (act. 30), p. 197 (act. 51, 52, 54), p. 199 (act. 1, 2), p. 201 (act. 6, 7), p. 202 (act. 10), p. 204 (act. 14), p. 205 (act. 20), pp. 206-207 (act. 24), p. 209 (act. 30), p. 210 (act. 33, 34), p. 221 (act. 57, 59), p. 223 (act. 2), p. 224 (act. 6), p. 225 (act. 10, 11, 12), p. 227 (act. 15, 16), p. 228 (act. 18), p. 230 (act. 23), p. 231 (act. 25, 28), p. 232 (act. 30, 31), p. 233 (act. 34), pp. 242-243 (act. 56, 57), p. 245 (act. 2), p. 247 (act. 6, 7), p. 249 (act. 11), p. 251 (act. 16), p. 253 (act. 22, 23), p. 254 (act. 25), p. 255 (act. 29, 32), p. 256 (act. 34, 35), p. 257 (act. 36, 37), p. 267 (act. 57), p. 269 (act. 3), p. 270 (act. 4), p. 271 (act. 5), p. 272 (act. 10), p. 273 (act. 11), p. 274 (act. 14), p. 275 (act. 19, 20), p. 278 (act. 23), p.</p>

	279 (act. 26), p. 280 (act. 28, 29, 30), pp. 290-291 (act. 51, 52, 53), p. 295 (act. 8), p. 296 (act. 13), p. 299 (act. 19, 20), p. 300 (act. 23), p. 302 (act. 27, 28), p. 303 (act. 30), pp. 312-313 (act. 52), p. 315 (act. 2), p. 316 (act. 5), p. 317 (act. 7), p. 318 (act. 13, 14), p. 319 (act. 19), p. 321 (act. 23, 24), p. 324 (act. 33, 34), pp. 334-335 (act. 56, 57), p. 337 (act. 2), p. 339 (act. 10), pp. 340-341 (act. 12, 15), p. 346 (act. 28, 29), p. 347 (act. 31, 32), pp. 356-357 (act. 51, 52), p. 359 (act. 2), p. 361 (act. 11), p. 365 (act. 19), p. 367 (act. 27), p. 368 (act. 33), p. 379 (act. 58), p. 381 (act. 3), p. 383 (act. 15), p. 385 (act. 23), p. 388 (act. 32), p. 389 (act. 37), p. 390 (act. 41, 42), p. 391 (act. 44), pp. 400-401 (act. 67, 69).
B. Comprehend the principal message contained in various target language media, such as, illustrated texts, posters, and advertisements.	p. 24 (act. 9), p. 28 (act. Comunicare in classe), p. 29 (act. 2), p. 33 (act. 15), p. 36 (act. 21, 22, 24), p. 39 (act. 35), p. 57 (act. 17), p. 60 (act. 25), p. 73 (act. 54), p. 77 (act. 6), p. 84 (act. 23), p. 97 (act. 51), p. 100 (act. 4), p. 101 (act. 7), p. 111 (act. 34), p. 121 (act. 57), p. 126 (act. 9), p. 128 (act. 12), p. 147 (act. 54), p. 158 (act. 20), p. 178 (act. 10), p. 197 (act. 51, 52), p. 274 (act. 14), pp. 276-277 (act. 22), p. 293 (act. 1), p. 294 (act. 5), p. 296 (act. 12), p. 298 (act. 18), p. 301 (act. 26), p. 315 (act. 1, 2), p. 322 (act. 27), p. 338 (act. 4), p. 339 (act. 6), pp. 340-341 (act. 12), p. 342 (act. 18), p. 344 (act. 24), p. 360 (act. 5), p. 361 (act. 9), p. 362 (act. 13), p. 363 (act. 14), p. 366 (act. 23), pp. 378-379 (act. 56), p. 382 (act. 4, 6, 7), p. 383 (act. 12), p. 384 (act. 17), p. 385 (act. 21), p. 387 (act. 29), p. 388 (act. 36).
C. Interpret gestures, intonation and other visual and auditory clues in target language materials.	p. 25 (act. 12, 13), p. 31 (act. 9, 10), p. 38 (act. 32), p. 39 (act. 33), p. 43 (act. 47, 48, 49), p. 53 (act. 6), p. 54 (act. 9), p. 56 (act. 16), p. 57 (act. 19), p. 58 (act. 20), p. 67 (act. 40, 41, 42, 43), p. 79 (act. 10), p. 80 (act. 13), p. 91 (act. 39, 40, 41), p. 115 (act. 44, 45, 46), p. 141 (act. 42, 43, 44), p. 158 (act. 22), p. 159 (act. 26), p. 165 (act. 41, 42, 43), p. 185 (act. 26), p. 191 (act. 40, 41, 42), p. 207 (act. 26), p. 208 (act. 28), p. 211 (act. 36), p. 215 (act. 45, 46, 47), p. 223 (act. 1), p. 237 (act. 43, 44, 45), p. 261 (act. 46, 47), p. 285 (act. 40, 41, 42), p. 293 (act. 2, 3), p. 303 (act. 30), p. 307 (act. 39, 40, 41), p. 318 (act. 12), p. 329 (act. 44, 45, 46), p. 351 (act. 40, 41, 42), p. 373 (act. 45, 46, 47), p. 395 (act. 53, 54, 55).
3. Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	
PRESENTATIONAL MODE: SPEAKING AND WRITING	
A. Tell or retell familiar stories or personal narratives both orally and/or in writing using prompts.	p. 37 (act. 29, Adesso tocca a te!), p. 44 (act. Write the reasons why you study Italian), p. 54 (act. 10), p. 57 (act. Adesso tocca a te!), p. 61 (act. Adesso tocca a te!), p. 73 (act. 56), p. 74 (act. CF Presentare le persone più importanti della tua vita), p. 85 (act. 25), p. 87 (act. 31), p. 98 (act. CF Trovare il/la compagno/a con cui si ha più affinità), p. 103 (act. 13), p. 107 (act. 27), p. 122 (act. CF Fare la lista delle

	<p>cose che vi rendono felici la domenica), p. 126 (act. 9), p. 130 (act. 19), p. 133 (act. 25), p. 137 (act. 35), p. 153 (act. Adesso tocca a te!), p. 157 (act. 18, 19, Adesso tocca a te!), p. 166 (act. Write useful verbs to describe events in your life), p. 168 (act. 45), p. 175 (act. 5), p. 176 (act. 8), p. 177 (act. Adesso tocca a te!), p. 179 (act. 14), p. 185 (act. Adesso tocca a te!), p. 187 (act. 31, 32), p. 204 (act. 18), p. 221 (act. 61), p. 222 (act. CF Descrivere il regalo più bello e più brutto), p. 225 (act. 9), p. 233 (act. 35), p. 244 (act. CF Presentare tre cose indispensabili nel tuo Paese), p. 250 (act. 15), p. 255 (act. Adesso tocca a te!), p. 268 (act. CF Preparare una presentazione per confrontare il design di varie epoche), p. 275 (act. Adesso tocca a te!), p. 278 (act. 24), p. 281 (act. 33), p. 288 (act. 45), p. 292 (act. CF Fare un cartellone con i ricordi della scuola primaria, Preparare la presentazione di una decade della moda nel tuo Paese), p. 316 (act. 4, 6), p. 317 (act. Adesso tocca a te!), p. 335 (act. 58), p. 336 (act. CF Scambiarsi consigli sulla gestione del tempo), p. 340 (act. 11), p. 345 (act. Adesso tocca a te!), p. 365 (act. Adesso tocca a te!), p. 379 (act. 59), p. 380 (act. CF Descrivere varie tipologie di turisti, Raccontare un'esperienza di viaggio particolare o memorabile), p. 383 (act. Adesso tocca a te!), p. 384 (act. 20), p. 385 (act. 25, Adesso tocca a te!), p. 389 (act. 40, Adesso tocca a te!), p. 391 (act. 46), p. 402 (act. CF Scrivere la propria opinione su un tema civico).</p>
<p>B. Prepare illustrated stories about activities or events and share them orally or in writing.</p>	<p>p. 31 (act. Adesso tocca a te!), p. 49 (act. 60), p. 50 (act. CF Realizzare un fotoromanzo su saluti e presentazioni, Creare e compilare un modulo d'iscrizione), p. 63 (act. 32), p. 74 (act. CF Presentare i modelli di famiglia del proprio Paese), p. 79 (act. Adesso tocca a te!), p. 85 (act. Adesso tocca a te!), p. 98 (act. CF Fare un'infografica su gusti e preferenze della classe), p. 105 (act. Adesso tocca a te!), p. 109 (act. Adesso tocca a te!), p. 111 (act. 36), p. 122 (act. CF Preparare un test per un compagno e decidere che tipo di vita fa), p. 127 (act. Adesso tocca a te!), p. 131 (act. Adesso tocca a te!), p. 135 (act. Adesso tocca a te!), p. 147 (act. 56), p. 148 (act. CF Presentare la spesa tipica del proprio Paese), p. 159 (act. 27, Adesso tocca a te!), p. 172 (act. CF Elaborare la linea del tempo della classe, Intervistare un compagno e scrivere il suo CV del 2035), p. 177 (act. Adesso tocca a te!), p. 181 (act. Adesso tocca a te!), p. 197 (act. 55), p. 198 (act. CF Promuovere una città da visitare, Dare informazioni e descrivere un quartiere), p. 222 (act. Scegliere un regalo per un compagno), p. 229 (act. Adesso tocca a te!), p. 231 (act. Adesso tocca a te!), p. 244 (act. CF Presentare un compagno di classe), p. 249 (act. Adesso tocca a te!), p. 253 (act. Adesso tocca a te!), p. 257 (act. 39), p. 268 (act. CF Arredare gli spazi di una scuola, Preparare una presentazione per confrontare il design di varie epoche), p. 279 (act. Adesso tocca a te!), p. 291 (act. 54), p. 292 (act. CF Fare un cartellone con i ricordi della scuola primaria), p. 295 (act. 10, Adesso tocca a te!), p. 297 (act. Adesso tocca a te!), p. 301 (act. Adesso tocca a te!), p. 313 (act. 53, 54), p. 314 (act. CF Creare uno spazio virtuale</p>

	<p>della classe in cui offrire servizi, Presentare un'attività fai da te che ti piace o che ti piacerebbe imparare), p. 319 (act. Adesso tocca a te!), p. 323 (act. Adesso tocca a te!), p. 336 (act. Immaginare e presentare una società del futuro funzionale e sana), p. 341 (act. Adesso tocca a te!), p. 358 (act. CF Fare un'infografica sulle abitudini d'acquisto e i prodotti più comprati della classe, Preparare l'annuncio di un oggetto usato da vendere su una piattaforma web), p. 361 (act. Adesso tocca a te!), p. 367 (act. Adesso tocca a te!), p. 369 (act. 37), p. 380 (act. CF Descrivere varie tipologie di turisti, Raccontare un'esperienza di viaggio particolare o memorabile), p. 401 (act. 70), p. 402 (act. CF Redigere il decalogo civico della classe).</p>
CULTURES	
<p>1. Students demonstrate an understanding of the practices and perspectives of the cultures studied.</p>	
<p>PRACTICES OF THE CULTURE: PRACTICES AND PERSPECTIVES</p>	
<p>A. Use appropriate patterns of behavior (for the people of the target culture) in familiar situations such as greetings.</p>	<p>p. 28 (act. Comunicare in classe), p. 30 (act. 4), p. 31 (act. 9, 10, 11, Adesso tocca a te!), p. 39 (act. 34), p. 46 (act. 50, 51), p. 50 (act. CF Realizzare un fotoromanzo su saluti e presentazioni), p. 71 (act. 51, 52), p. 78 (act. 9), p. 95 (act. 50), p. 119 (act. 55, 56), p. 145 (act. 51), p. 169 (act. 50), p. 195 (act. 50), p. 208 (act. 28), p. 209 (act. 31, 32), p. 211 (act. 36), p. 219 (act. 56), p. 221 (act. 58, 60), p. 223 (act. 1), p. 241 (act. 54), p. 265 (act. 55), p. 289 (act. 49), p. 299 (act. 20), p. 301 (act. 26), p. 303 (act. 30), p. 311 (act. 49), p. 321 (act. 26), p. 333 (act. 53), p. 355 (act. 49), p. 377 (act. 54), p. 399 (act. 64).</p>
<p>B. Describe the practices of common cultural activities and holiday celebrations.</p>	<p>p. 77 (act. 6), p. 97 (act. 51, 52), p. 101 (act. 7), p. 104 (act. 15), p. 108 (act. 28, 29), p. 120 (act. 57), p. 125 (act. 6), p. 132 (act. 23), p. 211 (act. 37), pp. 220-221 (act. 57), p. 228 (act. 18), p. 230 (act. 23), p. 361 (act. 9), p. 383 (act. 12), p. 384 (act. 17), p. 385 (act. 24), p. 386 (act. 26), p. 387 (act. 29, 31).</p>
<p>C. Identify common social etiquette within the cultures studied.</p>	<p>p. 31 (act. 9, 10, 11), p. 38 (act. 32), p. 50 (act. CF Realizzare un fotoromanzo su saluti e presentazioni), p. 79 (act. 10), p. 133 (act. 26), p. 200 (act. 4), p. 203 (act. 13), p. 208 (act. 28), p. 209 (act. 31).</p>
<p>2. Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.</p>	
<p>PRODUCTS OF THE CULTURE: PRODUCTS AND PERSPECTIVES</p>	
<p>A. Identify objects and symbols commonly used to represent the culture studied.</p>	<p>p. 21 (act. 1), p. 22 (act. 4), p. 30 (act. 7), p. 49 (act. 58, 59), p. 123 (act. 1), p. 135 (act. 29), p. 147 (act. 52, 53, 54), p. 151 (act. 6), p. 158 (act. 20), p. 171 (act. 51), p. 173 (act. 2), p. 174 (act. 4), p. 175 (act. 5), p. 177 (act. 9), p. 178 (act. 10), 186 (act. 27), pp. 196-197 (act. 51, 53), p. 201 (act. 6), p. 203 (act. Adesso tocca a te!), p. 205 (act. 20), p. 225 (act. 12), pp. 242-243 (act. 55, 57, 58), p. 251 (act. 20).</p>

	16), pp. 276-277 (act. 22), pp. 290-291 (act. 50, 51, 52, 53), pp. 312-313 (act. 51, 52, 53), pp. 334-335 (act. 55, 56), p. 362 (act. 13), p. 363 (act. 14), pp. 378-379 (act. 56), p. 382 (act. 5, 6), pp. 400-401 (act. 67, 68).
B. Identify important historical and contemporary figures and events of the culture studied.	p. 73 (act. 56), p. 106 (act. 23), p. 149 (act. 1), p. 150 (act. 4), p. 152 (act. 8), pp. 154-155 (act. 12), p. 164 (act. 39), pp. 170-171 (act. 51, 53), p. 180 (act. 15), p. 231 (act. 28), pp. 266-267 (act. 56, 57, 59), p. 269 (act. 1), p. 274 (act. 14), pp. 276-277 (act. 22), p. 278 (act. 23), pp. 290-291 (act. 50, 51, 52, 53), pp. 357 (act. 50, 51, 53), p. 360 (act. 5), p. 387 (act. 29, 31), p. 388 (act. 36), p. 401 (act. 70).
CONNECTIONS	
1. Students reinforce and further their knowledge of other disciplines through the world language.	
INTERDISCIPLINARY CONNECTIONS	
A. Identify concepts learned in other subject areas in the target language, including such things as weather, math facts, measurements, flora, fauna, geographical concepts, etc.	p. 22 (act. 4), p. 24 (act. 8), p. 46 (act. 52), pp. 48-49 (act. 58), pp. 52-53 (act. 5), pp. 72-73 (act. 53, 54), p. 77 (act. 6), p. 100 (act. 4), p. 126 (act. 9), p. 144 (act. 46), pp. 154-155 (act. 12), p. 171 (act. 51), p. 174 (act. 4), p. 186 (act. 27), pp. 196-197 (act. 52), p. 199 (act. 2), p. 230 (act. 23), p. 246 (act. 4, 5), p. 249 (act. 12), p. 250 (act. 15), pp. 266-267 (act. 56), p. 278 (act. 23), p. 291 (act. 50, 51), pp. 312-313 (act. 51, 52, 53), p. 315 (act. 2), p. 316 (act. 4), p. 335 (act. 55), p. 337 (act. 1, 2), p. 359 (act. 1, 2), p. 377 (act. 53), p. 401 (act. 66, 68).
B. Use target language vocabulary to refer to items and concepts learned in other subject areas.	p. 25 (act. 12), p. 26 (act. 14, 16), p. 31 (act. 12), p. 46 (act. 54), p. 56 (act. 14), pp. 72-73 (act. 55), p. 114 (act. 41), p. 117 (act. 47), p. 134 (act. 27), p. 144 (act. 48), p. 147 (act. 52, 53), p. 169 (act. 49), p. 172 (act. CF Intervistare un compagno e scrivere il suo CV del 2035), p. 175 (act. 5), p. 178 (act. 10), p. 186 (act. 28, 29), p. 197 (act. 55), p. 219 (act. 53), pp. 220-221 (act. 57, 58, 60), p. 231 (act. 24), p. 251 (act. 16), p. 288 (act. 45), p. 289 (act. 47), p. 316 (act. 4), p. 320 (act. 21, 22), p. 332 (act. 48, 49), p. 366 (act. 22), p. 376 (act. 51), p. 383 (act. 11), p. 385 (act. 24), p. 386 (act. 26, 27), p. 398 (act. 58, 61).

<p>2. Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture.</p>	
<p>DISTINCTIVE VIEWPOINTS OF INFORMATION</p>	
<p>A. Read, listen to and talk about age-appropriate school content, folk tales, short stories, poems, songs written for native speakers of the target language.</p>	<p>p. 104 (act. 15), p. 106 (act. 23), p. 151 (act. 6), pp. 266-267 (act. 57, 58), pp. 276-277 (act. 22), p. 291 (act. 52), p. 294 (act. 5), p. 298 (act. 18), p. 321 (act. 23), pp. 334-335 (act. 56), p. 339 (act. 6), p. 357 (act. 52), p. 361 (act. 9), p. 362 (act. 13), p. 382 (act. 6), p. 383 (act. 12), p. 384 (act. 17), p. 388 (act. 36), p. 394 (act. 52), pp. 400-401 (act. 67).</p>
<p>B. Broaden understanding of world culture through authentic spoken and written information.</p>	<p>p. 104 (act. 15), p. 106 (act. 23), p. 121 (act. 57), p. 125 (act. 6), p. 147 (act. 56), p. 152 (act. 8), pp. 154-155 (act. 12), p. 158 (act. 20), p. 171 (act. 52), p. 175 (act. 5), p. 180 (act. 15), p. 183 (act. 21), p. 197 (act. 51), p. 201 (act. 6), p. 203 (act. Adesso tocca a te!), p. 205 (act. 20), p. 221 (act. 57), p. 227 (act. 15), p. 230 (act. 23), pp. 242-243 (act. 56, 57, 58), p. 247 (act. 6), p. 251 (act. 16), p. 253 (act. 22, Adesso tocca a te!), p. 254 (act. 25), pp. 266-267 (act. 57, 59), p. 274 (act. 14), pp. 276-277 (act. 22), pp. 290-291 (act. 50, 51, 52, 53), p. 296 (act. 12), pp. 312-313 (act. 51, 52, 53, 54), p. 317 (act. 7), pp. 334-335 (act. 55, 56), p. 338 (act. 4), p. 342 (act. 18), pp. 356-357 (act. 51, 53), p. 360 (act. 5), p. 361 (act. 9), p. 363 (act. 14), p. 369 (act. 37), p. 378 (act. 56), p. 382 (act. 6), p. 383 (act. 12), p. 384 (act. 17), p. 387 (act. 29), p. 388 (act. 36), pp. 400-401 (act. 67).</p>
<p>COMPARISONS</p>	
<p>1. Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p>	
<p>LANGUAGE COMPARISONS</p>	
<p>A. Cite examples of cognates that enhance comprehension of spoken and written language and demonstrate an awareness of false cognates.</p>	<p>p. 29 (act. 2), p. 51 (act. 1), p. 53 (act. 6), p. 54 (act. 9), p. 56 (act. 16), p. 70 (act. 45), p. 94 (act. 46, 47), p. 102 (act. 10), p. 187 (act. 32), p. 251 (act. 17), p. 293 (act. 1).</p>

<p>B. Demonstrate an awareness of the various ways of expressing ideas, recognizing that languages can not be interpreted literally.</p>	<p>p. 31 (act. 10), p. 75 (act. 2), p. 100 (act. 4), p. 144 (act. 46), p. 207 (act. 26), p. 248 (act. 9), p. 250 (act. 15), p. 269 (act. 2), p. 275 (act. 17, 18), p. 279 (act. 25), p. 300 (act. 24), p. 322 (act. 28).</p>
<p>C. Report similarities and differences between the sound and writing system of target and native language.</p>	<p>p. 25 (act. 12, 13), p. 26 (act. 15, 17), p. 43 (act. 47, 48, 49), p. 67 (act. 41, 42, 43), p. 91 (act. 39, 40, 41), p. 115 (act. 44, 45, 46), p. 141 (act. 42, 43, 44), p. 165 (act. 41, 42, 43), p. 191 (act. 40, 41, 42), p. 215 (act. 45, 46, 47), p. 237 (act. 43, 44, 45), p. 261 (act. 46, 47), p. 285 (act. 40, 41, 42), p. 307 (act. 39, 40, 41), p. 329 (act. 44, 45, 46), p. 351 (act. 40, 41, 42), p. 373 (act. 45, 46, 47), p. 395 (act. 53, 54, 55).</p>
<p>2. Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>	
<p>CULTURAL COMPARISONS</p>	
<p>A. Recognize common tangible and intangible products of the culture studied.</p>	<p>p. 22 (act. 4, 5), p. 30 (act. 7, 8), p. 32 (act. 14), p. 73 (act. 53), p. 79 (act. 11), p. 97 (act. 54), p. 106 (act. 23), p. 125 (act. 6), p. 147 (act. 52, 53, 54), pp. 154-155 (act. 12), p. 173 (act. 2), p. 175 (act. 5), p. 180 (act. 15), p. 186 (act. 27, 29), p. 187 (act. 31), pp. 196-197 (act. 51, 53), p. 201 (act. 6), p. 203 (act. Adesso tocca a te!), p. 225 (act. 12), pp. 242-243 (act. 55, 56, 57, 58), pp. 266-267 (act. 56, 57, 58), p. 268 (act. CF Preparare una presentazione per confrontare il design di varie epoche), pp. 276-277 (act. 22), p. 281 (act. 31), p. 291 (act. 50, 53), pp. 334-335 (act. 55, 56), p. 347 (act. 30), pp. 378-379 (act. 56, 59), p. 382 (act. 5, 6), p. 383 (act. Adesso tocca a te!), p. 384 (act. 17, 20), p. 391 (act. 46).</p>
<p>B. Compare simple patterns of behavior or interaction in selected social and cultural settings such as greetings, personal space, etc.</p>	<p>p. 28 (act. Comunicare in classe), p. 31 (act. 9, 10, Adesso tocca a te!), p. 38 (act. 32), p. 39 (act. 35, 36), p. 46 (act. 51), p. 47 (act. 57), p. 71 (act. 51), p. 74 (act. CF Presentare i modelli di famiglia del proprio Paese), p. 95 (act. 50), p. 97 (act. 51, 52, 54), p. 100 (act. 4), p. 103 (act. Adesso tocca a te!), p. 108 (act. 29), p. 109 (Adesso tocca a te!), p. 121 (act. 57, 59), p. 127 (act. Adesso tocca a te!), p. 130 (act. 19), p. 133 (act. 25), p. 145 (act. 51), p. 148 (act. CF Presentare la spesa tipica del proprio Paese), p. 169 (act. 50), p. 195 (act. 50), p. 201 (act. 5), p. 203 (act. Adesso tocca a te!), p. 204 (act. 18), p. 211 (act. 37), p. 219 (act. 56), p. 221 (act. 57, 61), p. 225 (act. 12), p. 241 (act. 54), pp. 242-243 (act. 55, 57, 58), p. 265 (act. 55), p. 279 (act. 27), p. 281 (act. 33), p. 289 (act. 49), p. 292 (act. CF Preparare la presentazione di una decade della moda nel tuo Paese), p. 311 (act. 50), p. 313 (act. 54), p. 317 (act. Adesso tocca a te!), p. 325 (act. 37), p. 333 (act. 53), p. 335 (act. 58), p. 355 (act. 49), p. 377 (act. 54), p. 382 (act. 6), p. 383 (act. 14), p. 384 (act. 17, 20), p. 399 (act. 65).</p>

<p>C. Demonstrate an awareness of the role of gestures and nonverbal cues in communication.</p>	<p>p. 28 (act. Comunicare in classe), p. 119 (act. 55, 56), p. 208 (act. 28), p. 211 (act. 36), p. 223 (act. 1), p. 301 (act. 26), p. 321 (act. 26), p. 366 (act. 22), p. 376 (act. 51), p. 377 (act. 52).</p>
<p>COMMUNITIES</p>	
<p>1. Students use the target language within and beyond the school setting.</p>	
<p>LANGUAGE USE WITHIN AND BEYOND THE CLASSROOM</p>	
<p>A. Recognize the target language when encountered outside the world language classroom.</p>	<p>p. 24 (act. 8), p. 30 (act. 7), p. 32 (act. 14), p. 34 (act. 18), p. 51 (act. 1, 2), p. 74 (act. CF Presentare i modelli di famiglia del proprio Paese), p. 121 (act. 58), p. 132 (act. 23), p. 135 (act. Adesso tocca a te!), p. 147 (act. 53, 54), p. 158 (act. 20), p. 159 (act. Adesso tocca a te!), p. 174 (act. 4), p. 175 (act. 5), p. 178 (act. 10), p. 180 (act. 15), p. 183 (act. 21), p. 197 (act. 51), p. 204 (act. 14), p. 221 (act. 57), p. 227 (act. 15), p. 244 (act. CF Presentare tre cose indispensabili nel tuo Paese), p. 247 (act. 6), p. 271 (act. 5), p. 291 (act. 52), p. 294 (act. 5), p. 297 (act. Adesso tocca a te!), p. 298 (act. 18), p. 313 (act. 51, 52), p. 335 (act. 55), p. 357 (act. 50), p. 358 (act. CF Preparare l’annuncio di un oggetto usato da vendere su una piattaforma web), p. 387 (act. 29).</p>
<p>B. Recognize words borrowed from the target language.</p>	<p>p. 22 (act. 4), p. 23 (act. 6), p. 25 (act. 12), p. 29 (act. 1), p. 32 (act. 12), p. 49 (act. 58), p. 53 (act. 6), p. 54 (act. 8), p. 73 (act. 55), p. 75 (act. 2), p. 171 (act. 51), p. 243 (act. 56, 57).</p>
<p>2. Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment.</p>	
<p>LANGUAGE USE FOR PERSONAL ENJOYMENT AND ENRICHMENT</p>	
<p>A. Attend or view via media cultural events and social activities.</p>	<p>p. 50 (act. CF Creare e compilare un modulo d’iscrizione), p. 63 (act. 32), p. 111 (act. 36), p. 158 (act. 20), p. 181 (act. Adesso tocca a te!), p. 175 (act. 5), p. 203 (act. Adesso tocca a te!), p. 254 (act. 25), pp. 76-77 (act. 22), p. 291 (act. 54), p. 295 (act. Adesso tocca a te!), p. 317 (act. Adesso tocca a te!), p. 319 (act. Adesso tocca a te!), p. 357 (act. 53), p. 379 (act. 57), p. 380 (act. CF Raccontare un’esperienza di viaggio particolare o memorabile), p. 389 (act. Adesso tocca a te!), p. 391 (act. 46), p. 401 (act. 68).</p>
<p>B. Explore topics of personal interest from the target culture.</p>	<p>p. 36 (act. 25), p. 37 (act. 29, Adesso tocca a te!), p. 49 (act. 60), p. 57 (act. Adesso tocca a te!), p. 61 (act. Adesso tocca a te!), p. 73 (act. 56), p. 74 (act. CF Presentare le persone più importanti della tua vita), p. 79 (act. Adesso tocca a te!), p. 85 (act. Adesso tocca a te!), p. 147 (act. 53, 56), p. 148 (act. Presentare la spesa tipica del proprio Paese), p. 157 (act. Adesso tocca a te!), p. 177 (act. Adesso tocca a te!), p. 180 (act. 15), p. 187 (act. 32), p. 197 (act. 55), p. 198 (act. CF Promuovere una città da visitare), p. 229 (act. Adesso tocca a te!), p.</p>

	<p>249 (act. Adesso tocca a te!), p. 253 (act. Adesso tocca a te!), p. 267 (act. 59), p. 268 (act. CF Preparare una presentazione per confrontare il design di varie epoche), p. 281 (act. 33), p. 292 (act. CF Preparare la presentazione di una decade della moda nel tuo Paese), p. 313 (act. 53, 54), p. 335 (act. 58), p. 336 (act. CF Immaginare e presentare una società del futuro funzionale e sana), p. 357 (act. 53), p. 361 (act. Adesso tocca a te!), p. 367 (act. Adesso tocca a te!), p. 369 (act. 37), p. 379 (act. 59), p. 383 (act. Adesso tocca a te!), p. 389 (act. Adesso tocca a te!), p. 401 (act. 70), p. 402 (act. CF Scrivere la propria opinione su un tema di civismo).</p>
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