

# Instructional Material Program: DAVERO 2

Alabama Course of Study: World Languages Grades 7-12

## LEVEL III

*Upon completion of Level III, students may demonstrate proficiency ranging from Intermediate Low to Intermediate Mid.*

### COMMUNICATION - INTERPERSONAL MODE

1. Exchange information on familiar topics with a variety of words, phrases, and simple sentences in a variety of time frames.

1a. Exchange basic information about self, others, and special interests.	SE: p. 195 (act. 7-9, 10), p. 196 (act. 13, 14), p. 197 (act. 16-18, 20, 21), p. 199 (act. 24-26), p. 200 (act. 32), p. 210 (act. CF: Proporre una filosofia di vita alternativa, Organizzare il proprio anno sabbatico), p. 215 (act. 18-20, 22), p. 217 (act. 25, 29), p. 227 (act. 56), p. 233 (act. 9), p. 235 (act. 18, 20, 21), p. 236 (act. 25), p. 237 (act. 26, 27, 29), p. 253 (act. 17, Adesso tocca a te!), p. 254 (act. 23), p. 255 (act. 25), p. 256 (act. 30, 31), p. 265 (act. 56), p. 267 (act. Approfondimenti Fase 1), p. 273 (act. 15), p. 276 (act. 34), p. 285 (act. 58), p. 290 (act. 19), p. 293 (act. 32), p. 303 (act. 61, 63), p. 305 (act. Approfondimenti Fase 2), p. 308 (act. 4), p. 310 (act. 13), p. 311 (act. 15), p. 312 (act. 21), p. 323 (act. 56, 57), p. 326 (act. 4), p. 328 (act. 15, 18), p. 330 (act. 27, 29), p. 332 (act. 38), p. 346 (act. 4), p. 350 (act. 24), p. 351 (act. 26, 30, Adesso tocca a te!), p. 352 (act. 33), p. 361 (act. 59), p. 362 (act. CF: Scrivere una poesia), p. 363 (act. Approfondimenti Fase 2-3)
1b. Ask for and provide information on familiar topics.	SE: p. 193 (act. 1, 3), p. 194 (act. 4-6), p. 195 (act. 12), p. 198 (act. 22, 23), p. 200 (act. 35), p. 209 (act. 56, 57), p. 211 (act. 1, 3), p. 212 (act. 4, 5), p. 213 (act. 8, 12), p. 214 (act. 13-15), p. 216 (act. 23), p. 217 (act. 26, 27), p. 218 (act. 33), p. 227 (act. 53, 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 1), p. 231 (act. 1, 3), p. 232 (act. 4-6), p. 233 (act. 8, 10, 11), p. 234 (act. 13, 14), p. 235 (act. 15-18, 20, 21), p. 236 (act. 22-24), p. 238 (act. 32), p. 247 (act. 58-60), p. 248 (act. CF: Redigere un manifesto contro il sessismo), p. 249 (act. 1, 3, 4), p. 250 (act. 6, 8), p. 251 (act. 9-12), p. 253 (act. 14, 17), p. 254 (act. 20, 21, 23), p. 265 (act. 53), p. 266 (act. CF: Raccontare una storia di integrazione), p. 269 (act. 1-3), p. 270 (act. 4, 5), p. 272 (act. 12-14),

	<p>p. 274 (act. 20, 21, 24), p. 275 (act. 27, 28), p. 276 (act. 33, 37), p. 285 (act. 61), p. 287 (act. 1, 3), p. 288 (act. 4, 5), p. 289 (act. 10, 13, Adesso tocca a te!), p. 290 (act. 16, 17), p. 291 (act. 20, 24, Adesso tocca a te!), p. 292 (act. 25, 26-29), p. 294 (act. 36), p. 303 (act. 60-62), p. 304 (act. CF: Elaborare un “Lo sapevi che...?” su mentalità e comportamenti green), p. 305 (act. Approfondimenti Fase 1), p. 307 (act. 1, 3), p. 309 (act. 6, 7, 12), p. 310 (act. 14), p. 311 (act. 18, Adesso tocca a te!), p. 312 (act. 22), p. 313 (act. 26, Adesso tocca a te!), p. 314 (act. 30, 33, 34), p. 323 (act. 56, 59), p. 324 (act. CF: Realizzare un reportage “Sulle tracce di...”), p. 325 (act. 1, 3), p. 326 (act. 8, 10), p. 327 (act. 11, 13, Adesso tocca a te!), p. 328 (act. 18, 19), p. 329 (act. 20), p. 330 (act. 25), p. 331 (act. 34), p. 341 (act. 57, 60), p. 343 (act. Approfondimenti Fase 1-2), p. 345 (act. 1, 3), p. 346 (act. 5), p. 347 (act. 6, 8, 13, Adesso tocca a te!), p. 348 (act. 14, 15), p. 349 (act. 18, 19, 23), p. 350 (act. 25), p. 361 (act. 61, 62)</p>
<p>1c. Use language to handle tasks related to personal needs.</p>	<p>SE: p. 196 (act. 15), p. 199 (act. 29, Adesso tocca a te!), p. 200 (act. 34), 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. 213 (act. 12), p. 220 (act. 35-39), p. 221 (act. 40-43), p. 224 (act. 44-49), p. 225 (act. 50-52), p. 231 (act. 1, 2), p. 238 (act. 33), 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. 248 (act. CF: Redigere un manifesto contro il sessismo), p. 250 (act. 6, 7, 8), p. 253 (act. 15, 18, 19), p. 255 (act. 26, 27), p. 258 (act. 32-37), p. 259 (act. 38-40), pp. 261-262 (act. 41-49), p. 263 (act. 50-52), p. 271 (act. 6, 7, 9, 11), p. 273 (act. 16, 17), p. 275 (act. 29, 30), p. 276 (act. 35, 36), pp. 278-279 (act. 38-48), p. 282 (act. 49-54), p. 283 (act. 55-57), p. 286 (act. CF: Partecipare a una riunione di un’associazione di consumatori), p. 289 (act. 6-9), p. 290 (act. 14, 15, 18), p. 291 (act. 20-23), p. 293 (act. 31), pp. 296-297 (act. 38-47), p. 299 (act. 48-50), p. 300 (act. 51-56), p. 301 (act. 57-59), p. 309 (act. 7-9), p. 316 (act. 35-41), p. 317 (act. 42-46), p. 320 (act. 47-52), p. 321 (act. 53-55), p. 327 (act. 12, 14), p. 329 (act. 21, 22), p. 331 (act. 31, 33), pp. 334-335 (act. 40-48), pp. 337-338 (act. 49-54), p. 339 (act. 55, 56), p. 347 (act. 7-11, 13), p. 349 (act. 20, 21), p. 351 (act. 27, 28), p. 354 (act. 37-42), p. 355 (act. 43-47), p. 357 (act. 48-52). p. 358 (act. 51-55), p. 359 (act. 56-58)</p>

**COMMUNICATION - INTERPRETIVE MODE**

2. Interpret what is heard, read, or viewed on familiar topics in a variety of time frames.

2a. Describe main ideas, identify characters, and state details found in a variety of informational and literary texts.	SE: p. 194 (act. 5), p. 196 (act. 14), p. 209 (act. 57), p. 212 (act. 5), p. 213 (act. 6), p. 214 (act. 14), p. 215 (act. 19), pp. 216-217 (act. 24), p. 227 (act. 54), p. 233 (act. 9), p. 234 (act. 14), p. 235 (act. 17, 21), p. 236 (act. ), p. 247 (act. 59, 60), p. 250 (act. 6,9), p. 251 (act. 10, 12), p. 254 (act. 22), p. 255 (act. 25), p. 265 (act. 54, 55), p. 270 (act. 5), p. 271 (act. 9), p. 272 (act. 13), p. 274 (act. 20, 21), p. 275 (act. 27), p. 285 (act. 60, 61), p. 289 (act. 6, 8), p. 291 (act. 21, 22), p. 292 (act. 26, 28), p. 293 (act. 30, 32), p. 303 (act. 61, 62), p. 308 (act. 5), p. 309 (act. 11), p. 310 (act. 14), p. 312 (act. 22), p. 313 (act. 27), p. 323 (act. 57, 58), p. 326 (act. 5, 9), p. 327 (act. 11), p. 329 (act. 20), p. 330 (act. 26, 27), p. 331 (act. 30), p. 341 (act. 58-60), p. 343 (act. Approfondimenti Fase 2), p. 347 (act. 6), p. 348 (act. 15), p. 349 (act. 19), p. 350 (act. 25), p. 351 (act. 26), p. 361 (act. 60, 61), p. 363 (act. Approfondimenti Fase 1)
2b. Use background knowledge to understand spoken and written information in the target language.	SE: p. 193 (act. 2), p. 195 (act. 11), p. 196 (act. 13), p. 197 (act. 19), p. 198 (act. 23), p. 199 (act. 27), p. 200 (act. 30, 31, 33), p. 209 (act. 57), p. 211 (act. 2), p. 213 (act. 9-11), p. 214 (act. 13), p. 215 (act. 21), p. 216 (act. 28), p. 217 (act. 28), p. 218 (act. 30-32), p. 227 (act. 55), p. 229 (act. Approfondimenti Fase 1, 2), p. 231 (act. 2), p. 232 (act. 5, 7), p. 235 (act. 19), p. 237 (act. 28), p. 238 (act. 30-32), p. 249 (act. 2), p. 250 (act. 8, 9), p. 252 (act. 13), p. 253 (act. 14, 16), p. 255 (act. 24), p. 256 (act. 28-31), p. 265 (act. 56), p. 267 (act. Approfondimenti Fase 2), p. 269 (act. 2, 3), p. 271 (act. 10, 11), p. 272 (act. 14), p. 273 (act. 19), p. 274 (act. 23, 24), p. 276 (act. 31-34), p. 285 (act. 59), p. 287 (act. 2), p. 288 (act. 5), p. 289 (act. 11, 12), p. 290 (act. 16, 17), p. 294 (act. 33, 34), p. 301 (act. 58), p. 305 (act. Approfondimenti Fase 1), p. 307 (act. 2), p. 309 (act. 10), p. 310 (act. 13), p. 311 (act. 18), p. 313 (act. 24), p. 314 (act. 28, 29, 31, 32), p. 325 (act. 2), p. 326 (act. 5, 6), p. 328 (act. 16, 17, 19), p. 329 (act. 23), p. 331 (act. 32), p. 332 (act. 35-37), p. 343 (act. Approfondimenti Fase 3), p. 345 (act. 2), p. 346 (act. 5), p. 347 (act. 12), p. 349 (act. 17, 18, 23), p. 351 (act. 29), p. 352 (act. 31, 32, 34)

**COMMUNICATION - PRESENTATIONAL MODE**

3. Present information on familiar topics in a variety of time frames using varied vocabulary and more complex sentence structure.

3a. Express needs, wants, and preferences.	SE: p. 195 (act. Adesso tocca a te!), p. 200 (act. 35), p. 210 (act. CF: Organizzare il proprio anno sabbatico), p. 213 (act. 8, 12, Adesso tocca a te!), p. 214 (act. 16, 17), p. 217 (act. Adesso tocca a te!), p. 233 (act. 12, Adesso tocca a te!), p. 235 (act. 18), p. 237 (act. 27, Adesso tocca a te!), p. 241 (act. 43), p. 244 (act. 49), p. 251 (act. Adesso tocca a te!), p. 271 (act. 8, Adesso tocca a te!), p. 273 (act. 18), p. 276 (act. 37), p. 286 (act. CF: Partecipare a una riunione di un'associazione di consumatori, CF: Redigere un testo argomentativo su pro e contro dell'era 2.0), p. 291 (act. Adesso tocca a te!), p. 303 (act. 63), p. 311 (act. Adesso tocca a te!), p. 331 (act. 34), p. 342 (act. CF: Ideare la striscia di un fumetto per un concorso)
3b. Present information based on topics of interest or personal experiences.	SE: p. 195 (act. 10), p. 197 (act. Adesso tocca a te!), p. 199 (act. Adesso tocca a te!), p. 209 (act. 60), p. 210 (act. CF: Organizzare il proprio anno sabbatico), p. 214 (act. 15), p. 215 (act. Adesso tocca a te!), p. 218 (act. 34), p. 227 (act. 57), p. 228 (act. CF: Scrivere un articolo di opinione su un'opera architettonica contemporanea), p. 235 (act. Adesso tocca a te!), p. 247 (act. 61), p. 249 (act. 4), p. 253 (act. Adesso tocca a te!), p. 255 (act. 27), p. 265 (act. 57), p. 266 (act. CF: Raccontare una storia di integrazione), p. 285 (act. 62), p. 289 (act. 10, Adesso tocca a te!), p. 291 (act. 24), p. 293 (act. Adesso tocca a te!), p. 294 (act. 37), p. 304 (act. CF: Preparare un TED Talk su un'iniziativa sostenibile), p. 309 (act. 12, Adesso tocca a te!), p. 310 (act. 14), p. 311 (act. 17), p. 313 (act. Adesso tocca a te!), p. 323 (act. 59, 60), p. 324 (act. CF: Raccontare la storia di un ristorante in cui si fondono diverse tradizioni culinarie), p. 326 (act. 10), p. 328 (act. 18), p. 329 (act. Adesso tocca a te!), p. 332 (act. 39), p. 341 (act. 61)

3c. Give oral presentations using a variety of formats.	<p>SE: p. 196 (act. 14), 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. 212 (act. 5), p. 213 (act. 12), p. 227 (act. 57), p. 228 (act. CF: Fare una proposta per modernizzare una tradizione), p. 229 (act. Approfondimenti Fase 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. 255 (act. Adesso tocca a te!), p. 266 (act. CF: Realizzare un progetto per una mostra sul tema dell'identità), p. 267 (act. Approfondimenti Fase 4), p. 275 (act. Adesso tocca a te!), p. 286 (act. CF: Partecipare a una riunione di un'associazione di consumatori), p. 289 (act. Adesso tocca a te!), p. 304 (act. CF: Elaborare un "Lo sapevi che...?" su mentalità e comportamenti green), p. 305 (act. Approfondimenti Fase 3), p. 324 (act. CF: Realizzare un reportage "Sulle tracce di..."), p. 327 (act. Adesso tocca a te!), p. 341 (act. Adesso tocca a te!), p. 342 (act. CF: Scrivere e rappresentare una scena teatrale), p. 343 (act. Approfondimenti Fase 4), p. 362 (act. CF: Creare uno spot per trasmettere dei modelli sociali realistici)</p>
<b>CULTURE</b>	
	<p><b>4. Investigate perspectives through practices of the target cultures.</b></p>
4a. Examine how behaviors in the target culture relate to and reflect different types of relationships.	<p>SE: p. 195 (act. 11), p. 199 (act. 27), p. 210 (act. CF: Proporre una filosofia di vita alternativa), p. 212 (act. 4, 5), p. 213 (act. 8, 12), p. 215 (act. 19), p. 220 (act. 36, 39), p. 229 (act. Approfondimenti), p. 232 (act. 5, 7), p. 233 (act. 9), p. 234 (act. 13, 14), p. 235 (act. 15, Adesso tocca a te!), p. 238 (act. 33), p. 250 (act. 5, 6, 8), p. 251 (act. 10, 12), p. 253 (act. 14, 17, Adesso tocca a te!), p. 254 (act. 21-23), p. 256 (act. 29, 31), p. 267 (act. Approfondimenti Fase 1), p. 272 (act. 13, 14), p. 275 (act. Adesso tocca a te!), p. 286 (act. CF: Redigere un testo argomentativo su pro e contro dell'era 2.0), p. 288 (act. 5), p. 292 (act. 26), p. 305 (act. Approfondimenti Fase 1-2), p. 309 (act. 10), p. 312 (act. 22), p. 314 (act. 34), p. 323 (act. 60), p. 330 (act. 25, 26), p. 343 (act. Approfondimenti Fase 2), p. 348 (act. 15)</p>
4b. Interact through role-play in a variety of familiar environments.	<p>SE: p. 200 (act. 34), p. 286 (act. CF: Partecipare a una riunione di un'associazione di consumatori), p. 327 (act. Adesso tocca a te!), 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> <p>Test di verifica: Capitolo 7.2 (act. 11)</p>

4c. Participate in hands-on activities related to cultural practices	SE: p. 228 (act. CF: Fare una proposta per modernizzare una tradizione), p. 229 (act. Approfondimenti Fase 4), p. 235 (act. Adesso tocca a te!), p. 248 (act. CF: Redigere un manifesto contro il sessismo), p. 251 (act. Adesso tocca a te!), p. 266 (act. CF: Realizzare un progetto per una mostra sul tema dell'identità), p. 267 (act. Approfondimenti Fase 4), p. 324 (act. CF: Realizzare un reportage "Sulle tracce di..."), p. 343 (act. Approfondimenti Fase 4)
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**5. Investigate perspectives through products of the target cultures.**

5a. Explain the importance of products of the target culture.	SE: p. 200 (act. 35), pp. 216-217 (act. 24), p. 227 (act. 56), p. 270 (act. 5), p. 271 (act. 8), p. 272 (act. 14), p. 292 (act. 26), p. 310 (act. 13, 14), p. 311 (act. 17, 18), p. 316 (act. 39, 40), p. 349 (act. 17, 18, Adesso tocca a te!), p. 350 (act. 25)
5b. Explain arts, crafts, or graphic representations of the target culture.	SE: p. 211 (act. 1), p. 246 (act. 58-60), p. 275 (act. 27), p. 285 (act. 58, 60, 61), p. 303 (act. 61, 62), p. 323 (act. 57-60), p. 326 (act. 5, 8, 10), p. 328 (act. 15, 18, 19), p. 329 (act. 20), p. 330 (act. 29), p. 334 (act. 42), p. 335 (act. 46), p. 338 (act. 53), p. 341 (act. 57, 60, 61), p. 352 (act. 35, 56), p. 361 (act. 61, 63, 64)
5c. Explain the cultural elements of music and short video clips.	SE: p. 215 (act. 19), p. 218 (act. 33), p. 265 (act. 53-56), p. 276 (act. 31, 32, 34), p. 294 (act. 33, 34), p. 314 (act. 28, 29), p. 332 (act. 35, 36, 38), p. 352 (act. 31-33, 35)
5d. Listen to, read, and explain the purpose of products from a target culture.	SE: p. 214 (act. 14), pp. 216-217 (act. 24, 25, 29), p. 228 (act. CF: Scrivere un articolo di opinione su un'opera architettonica contemporanea), p. 235 (act. 19, Adesso tocca a te!), p. 272 (act. 13), p. 292 (act. 26, 28), p. 293 (act. 30), p. 305 (act. Approfondimenti Fase 3), p. 313 (act. 27), p. 317 (act. 42), p. 323 (act. 59), p. 326 (act. 8, 10), p. 332 (act. 38), p. 361 (act. 61), p. 349 (act. 17, 18, 23, Adesso tocca a te!), p. 355 (act. 43)

**CONNECTIONS**

**6. Connect with other disciplines while using the target language in a variety of time frames.**

6a. Compare characteristics of countries where target language is spoken.	SE: p. 200 (act. 35), p. 21 (act. 14), p. 215 (act. 19), p. 229 (act. Approfondimenti Fase 2-3), p. 234 (act. 14), p. 235 (act. Adesso tocca a te!), p. 251 (act. 10, 12), p. 252 (act. 13), p. 253 (act. 14, Adesso tocca a te!), p. 254 (act. 21), p. 256 (act. 29-31), p. 265 (act. 54), p. 274 (act. 20, 23, 24, 26), p. 309 (act. 11), p. 310 (act. 14), p. 311 (act. 18), p. 312 (act. 22), p. 316 (act. 39), p. 323 (act. 60), p. 343 (act. Approfondimenti Fase 4), p. 349 (act. Adesso tocca a te!)
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6b. Present information on topics across disciplines.	<p>SE: p. 198 (act. 23), p. 213 (act. 12), p. 214 (act. 13, 14), p. 216 (act. 23), p. 217 (act. 29, Adesso tocca a te!), p. 218 (act. 34), p. 228 (act. Scrivere un articolo di opinione su un'opera architettonica contemporanea), p. 233 (act. Adesso tocca a te!), p. 235 (act. Adesso tocca a te!), p. 236 (act. 23, 24), p. 237 (act. 27, Adesso tocca a te!), p. 248 (act. CF: Redigere un manifesto contro il sessismo, CF: Creare e sostenere una campagna di sensibilizzazione per il rispetto degli animali), p. 250 (act. 6, 8), p. 251 (act. Adesso tocca a te!), p. 253 (act. Adesso tocca a te!), p. 265 (act. 57), p. 266 (act. CF: Realizzare un progetto per una mostra sul tema dell'identità, CF: Raccontare una storia di integrazione), p. 271 (act. 8, Adesso tocca a te!), p. 273 (act. Adesso tocca a te!), p. 275 (act. Adesso tocca a te!), p. 285 (act. 62), p. 286 (act. CF: Partecipare a una riunione di un'associazione di consumatori, CF: Redigere un testo argomentativo su pro e contro dell'era 2.0), p. 288 (act. 5), p. 289 (act. 10, Adesso tocca a te!), p. 290 (act. 19), p. 291 (act. Adesso tocca a te!), p. 292 (act. 27, 28), p. 293 (act. Adesso tocca a te!), p. 294 (act. 35), p. 305 (act. Approfondimenti Fase 3), p. 309 (act. 12, Adesso tocca a te!), p. 323 (act. 59, 60), p. 328 (act. 18), p. 331 (act. 34), p. 343 (act. Approfondimenti Fase 4), p. 351 (act. 30, Adesso tocca a te!), p. 354 (act. 41, 42), p. 361 (act. 62, 64), p. 362 (act. CF: Creare uno spot per trasmettere dei modelli sociali realistici, Scrivere una poesia), p. 363 (act. Approfondimenti Fase 3)</p>
6c. Describe the importance of influential figures from the target culture, past and present.	<p>SE: p. 229 (act. Approfondimenti Fase 4), p. 247 (act. 60, 61), p. 265 (act. 56), p. 285 (act. 59-61), p. 303 (act. 61, 62), p. 323 (act. 59, 60), p. 326 (act. 5, 6, 10), p. 328 (act. 19), p. 330 (act. 25, 26), p. 332 (act. 38), p. 338 (act. 53), p. 341 (act. 57, 60, 61), p. 352 (act. 31, 32, 35), p. 361 (act. 61, 63, 64)</p>
<p><b>7. Acquire information related to diverse perspectives in the target culture.</b></p>	
7a. Compare how current events are reported in target culture and locally.	<p>SE: p. 270 (act. 4, 5), p. 271 (act. 10, Adesso tocca a te!), p. 272 (act. 14), p. 293 (act. Adesso tocca a te!), p. 305 (act. Approfondimenti Fase 1)</p>
7b. Compare advertisements from target culture and local media.	<p>SE: p. 273 (act. Adesso tocca a te!), p. 274 (act. 21), p. 279 (act. 44), p. 348 (act. 14), p. 349 (act. Adesso tocca a te!), p. 361 (act. 59, 64), p. 362 (act. CF: Creare uno spot per trasmettere dei modelli sociali realistici)</p>

## COMPARISONS

### 8. Compare characteristics of the target language and the native language in a variety of time frames.

8a. Compare idiomatic expressions of the target language and the native language.	<p>SE: p. 203 (act. 42, 43), p. 209 (act. 58, 59), p. 213 (act. 9), p. 235 (act. 16), p. 255 (act. 24), p. 314 (act. 33), p. 348 (act. 16), p. 355 (act. 47)</p> <p>TE: p. 211 (act. 43), p. 316 (act. 9)</p> <p>Interactive Activities: Chapter 6.1 (act. 18-21)</p> <p>Test di verifica: Capitolo 6.1 (act. 5)</p>
8b. Compare formal and informal registers of language.	<p>SE: p. 195 (act. 9), p. 200 (act. 33), p. 209 (act. 58, 59), p. 221 (act. 43), p. 259 (act. 40), p. 267 (act. Approfondimenti Fase 1-3), p. 274 (act. 20, 21, 26), p. 279 (act. 46), p. 304 (act. CF: Preparare un TED Talk su un'iniziativa sostenibile), p. 317 (act. 46), p. 362 (act. CF: Scrivere una poesia), p. 363 (act. Approfondimenti Fase 2-3)</p>
8c. Compare the use of different time frames in the target and native cultures.	<p>SE: p. 195 (act. 7, 8, 9), p. 197 (act. 17, 18), p. 217 (act. 26, 27), p. 251 (act. 11), p. 269 (act. 2), p. 273 (act. 17), p. 314 (act. 33)</p> <p>Interactive Activities: Chapter 6.1 (act. 8, 9), Chapter 6.2 (act. 9, 11-13)</p> <p>Test di verifica: Capitolo 9.1 (act. 7)</p>
8d. Make connections between target language and native language based on knowledge of cognates.	<p>SE: p. 195 (act. 9), p. 200 (act. 33), p. 203 (act. 43), p. 221 (act. 43), p. 214 (act. 44), p. 255 (act. 24), p. 259 (act. 40), p. 269 (act. 2), p. 274 (act. 26), 279 (act. 46), p. 297 (act. 47), p. 314 (act. 31-33), p. 317 (act. 45, 46), p. 335 (act. 48), p. 346 (act. 5), p. 347 (act. 10, 11), p. 355 (act. 47)</p> <p>Test di verifica: Capitolo 8.1 (act. 9)</p>

### 9. Compare products, practices and perspectives of the target culture and the native culture in a variety of time frames.

9a. Compare activities and events of the target culture to the native culture.	<p>SE: p. 214 (act. 13), p. 215 (act. 19, Adesso tocca a te!), p. 228 (act. CF: Fare una proposta per modernizzare una tradizione), p. 229 (act. Approfondimenti), p. 293 (act. Adesso tocca a te!), p. 294 (act. 36), p. 311 (act. Adesso tocca a te!), p. 313 (act. 26)</p> <p>Test di verifica: Capitolo 6.2 (act. 8, 9), Capitolo 7.2 (act. 10)</p>
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<p>9b. Compare cultural practices in the target culture to the native culture.</p>	<p>SE: p. 194 (act. 6), p. 199 (act. 24, Adesso tocca a te!), p. 213 (act. 8, 9), p. 215 (act. 19, Adesso tocca a te!), p. 233 (act. Adesso tocca a te!), p. 238 (act. 33), p. 289 (act. 13), p. 294 (act. 36), p. 310 (act. 13, 14), p. 311 (act. Adesso tocca a te!), p. 312 (act. 22), p. 313 (act. 26), p. 363 (act. Approfondimenti Fase 2-3)</p> <p>Test di verifica: Capitolo 9.1 (act. 9, 10)</p>
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## COMMUNITIES

### 10. Interact using the target language within the classroom and globally in a variety of time frames.

<p>10a. Exchange information with speakers of the target language in person or virtually.</p>	<p>SE: p 210 (act. CF: Proporre una filosofia di vita alternativa), p. 233 (act. 12), p. 237 (act. 27), p. 255 (act. 27), p. 266 (act. CF: Raccontare una storia di integrazione), p. 271 (act. 8, Adesso tocca a te!), p. 279 (act. 44), p. 286 (act. CF: Partecipare a una riunione di un'associazione di consumatori), p. 303 (act. CF: Elaborare un "Lo sapevi che...?" su mentalità e comportamenti green), p. 304 (act. CF: Elaborare un "Lo sapevi che...?" su mentalità e comportamenti green, CF: Preparare un TED Talk su un'iniziativa sostenibile)</p>
<p>10b. Identify skills necessary to enter different professional fields.</p>	<p>SE: p. 251 (act. 10, Adesso tocca a te!), p. 253 (act. Adesso tocca a te!), p. 259 (act. 39), p. 266 (act. CF: Raccontare una storia di integrazione), p. 272 (act. 14), p. 273 (act. Adesso tocca a te!), p. 286 (act. CF: Partecipare a una riunione di un'associazione di consumatori)</p> <p>Test di verifica: Capitolo 7. 2 (act. 1, 9, 10)</p>
<p>10c. Simulate interactions that would occur in the target culture.</p>	<p>SE: p. 213 (act. Adesso tocca a te!), p. 233 (act. 12), p. 237 (act. 27), p. 248 (act. CF: Creare e sostenere una campagna di sensibilizzazione per il rispetto degli animali), p. 255 (act. 27), p. 271 (act. 8, Adesso tocca a te!), p. 273 (act. 18), p. 286 (act. CF: Partecipare a una riunione di un'associazione di consumatori), p. 351 (act. 30)</p> <p>Interactive Activities: Chapter 7.1 (act. 31), Chapter 9.2 (act. 30)</p>

### 11. Explore opportunities to use the target language beyond the classroom environment in a variety of time frames.

<p>11a. Investigate authentic materials to learn more about topics studied in class.</p>	<p>SE: p. 200 (act. 35), p. 209 (act. 60), p. 229 (act. Approfondimenti Fase 3), p. 247 (act. 51), p. 265 (act. 57), p. 267 (act. Approfondimenti, Strategie per lavorare), p. 303 (act. 63), p. 305 (act. Approfondimenti Fase 1)</p> <p>Test di verifica: Capitolo 9.2 (act. 9), Capitolo 10 (act. 9)</p>
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11b. Explore the internet to find authentic websites on current events.	SE: p. 197 (act. Adesso tocca a te!), p. 200 (act. 35), p. 229 (act. Approfondimenti Fase 3), p. 235 (act. Adesso tocca a te!), p. 247 (act. 61), p. 267 (act. Approfondimenti, Strategie per lavorare), p. 303 (act. 61, 63), p. 305 (act. Approfondimenti Fase 1)
11c. Plan a school event which promotes the target culture.	SE: p. 266 (act. CF: Realizzare un progetto per una mostra sul tema dell'identità), p. 267 (act. Approfondimenti Fase 4), p. 343 (act. Approfondimenti Fase 4)