

Instructional Material Program: DAVVERO 1

Alabama Course of Study: World Languages Grades 7-12

LEVEL I

Upon completion of Level I, students may demonstrate proficiency ranging from Novice Mid to Novice High.

COMMUNICATION - INTERPERSONAL MODE	
1. Communicate and share on familiar topics with a variety of words, phrases, and simple sentences in the present time frame.	
1a. Greet and leave people in a polite way	SE: p. 28 (act. Comunicare in classe), p. 30 (act. 4, 6), p. 31 (act. 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. 221 (act. 58, 60), p. 355 (act. 49)
1b. Exchange basic information about self and others.	SE: p. 30 (act. 6, 8), p. 33 (act. 17), p. 35 (act. Adesso tocca a te!), p. 37 (act. 30, Adesso tocca a te!), p. 50 (act. CF Creare e compilare un modulo d'iscrizione), p. 54 (act. 10), p. 55 (act. 13, Adesso tocca a te!), p. 63 (act. 31, 32), p. 66 (act. 33-39), p. 70 (act. 44-48), p. 71 (act. 52), p. 74 (act. CF Presentare I modelli di famiglia del proprio Paese), p. 81 (act. 16, 17, 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. 103 (act. Adesso tocca a te!), p. 104 (act. 14), p. 108 (act. 28, 29), p. 132 (act. 22, 23), p. 133 (act. 25), p. 134 (act. 28), p. 137 (act. 33, 34), p. 148 (act. CF Fare un'inchiesta sul consumo alimentare), p. 149 (act. 1), p. 153 (act. 11), p. 154 (act. 12), p. 157 (act. 18, 19), p. 161 (act. 32), p. 171 (act. 51, 53), p. 172 (act. CF Elaborare la linea del tempo della classe), p. 176 (act. 8), p. 182 (act. 19), p. 198 (act. CF Promuovere una città da visitare), p. 204 (act. 18), p. 207 (act. 27), p. 209 (act. 31), p. 222 (act. CF Scegliere un regalo per un compagno), p. 224 (act. 5), p. 225 (act. 9, Adesso tocca a te!), p. 248 (act. 8, 10), p. 250 (act. 13, 15), p. 252 (act. 20, 21), p. 254 (act. 24), p. 255 (act. 3033), p. 272 (act. 9), p. 279 (act. 27), p. 298 (act. 16-18), p. 316 (act. 4-6), p. 338 (act. 5), p. 340 (act. 11), p. 341 (act. 13), p. 342 (act. 17), p. 344 (act. 23), p. 350 (act. 34-39), p. 351 (act. 40-42), p. 357 (act. 50, 53), p. 358 (act. CF Fare un'infografica sulle abitudini d'acquisto e i prodotti più comprati della classe), p. 360 (act. 4), p. 361 (act. 8), p. 364 (15), p. 384 (act. 16), p. 385 (act. 25, Adesso tocca a te!), p. 386 (act. 26), p. 395 (act. 53-55), p. 402 (act. CF Redigere il decalogo civico della classe)

1c. Exchange basic information about their everyday lives.	SE: p. 32 (act. 14), p. 36 (act. 24, 26), p. 79 (act. 11, Adesso tocca a te!), p. 83 (act. 19), p. 109 (act. Adesso tocca a te!), p. 111 (act. 36), p. 121 (act. 57, 59), p. 122 (act. CF Preparare un test per un compagno e decidere che tipo di vita fa), p. 124 (act. 4, p. 126 (act. 9), p. 127 (act. Adesso tocca a te!), p. 129 (act. 15), p. 130 (act. 16, 17, 19), p. 138 (act. 18), p.141 (act. 42, 43), p.165 (act. 41-43), p. 172 (act. CF Intervistare un compagno e scrivere il suo CV del 2035) p. 203 (act. 13), p. 205 (act. 19, 23, Adesso tocca a te!), p. 226 (act. 13), p. 227 (act. 17), p. 229 (act. 21), p. 240 (act. 46-51), p. 244 (act. CF Presentare un compagno di classe), p. 246 (act. 4), p. 292 (act. CF Fare un cartellone con i ricordi della scuola primaria), p. 295 (act. 7, 10, 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), p. 336 (act. CF Scambiarsi consigli sulla gestione del tempo), p. 361 (act. Adesso tocca a te!)
COMMUNICATION - INTERPRETIVE MODE	
2. Interpret what is heard, read, or viewed on familiar topics using the present tense.	
2a. Identify main characters, themes, and ideas from narrative text.	SE: p. 86 (act. 26, 27), p. 87 (act. 31), p. 106 (act. 23) Interactive activities: Ch. 11 (act. 25, 26)
2b. Recognize words, phrases and simple sentences in an informational text.	SE: p. 22 (act. 4), p. 24 (act. 8, 9), p. 25 (act. 12), p. 30 (act. 4, 5), p. 34 (act. 18), p. 36 (act. 21, 22), p. 37 (act. 27), p. 49 (act. 58), p. 52 (act. 4, 5), p. 54 (act. 7), p. 55 (act. 12), p. 56 (act. 14), p. 57 (act. 17, 18), p. 58 (act. 21), p. 60 (act. 25), p. 77 (act. 6), p. 79 (act. 10), p. 81 (act. 15), p. 84 (act. 23), p. 97 (act. 51, 53), p. 101 (act. 7, 8), p. 102 (act. 9, 10, 11), p. 104 (act. 15, 16, 17), p. 105 (act. 18), p. 107 (act. 25), p. 108 (act. 29), p. 125 (act. 6), p. 126 (act. 7-9), p. 128 (act. 12), p. 129 (act. 14), p. 130 (act. 17, 18), p. 131 (act. 20, 21), p. 132 (act. 23), p. 133 (act. 24), p. 147 (act. 52, 53, 54, 56), p. 150 (act. 4, 5), p. 151 (act. 7), p. 152 (act. 8), p. 153 (act. 9, 10), p. 154 (act. 12), p. 155 (act. 13), p. 156 (act. 14-16), p. 158 (act. 20, 21, 22), p. 159 (act. 23), p. 171 (act. 52), p. 175 (act. 5), p. 176 (act. 6, 7), p. 177 (act. 9), p. 178 (act. 10), p. 179 (act. 11-13), p. 181 (act. 16, 17), p. 183 (act. 21, 22), p. 184 (act. 23), p. 185 (act. 24, 25), p. 197 (act. 51, 52, 54), p. 201 (act. 6, 7), p. 202 (act. 9, 11), p. 204 (act. 14, 15, 16), p. 205 (act. 20, 21, 22), p. 206 (act. 24), p. 207 (act. 25), p. 208 (act. 28, 29), p. 221 (act. 57), p. 224 (act. 6, 7, 8), p. 225 (act. 12), p. 227 (act. 15), p. 228 (act. 18, 19), p. 231 (act. 27), p. 243 (act. 56), p. 247 (act. 6, 7), p. 248 (act. 9), p. 251 (act. 16, 17), p. 252 (act. 18, 19), p. 253 (act. 22), p. 254 (act. 25-27), p. 255 (act. 29), p. 267 (act. 57, 58), p. 271 (act. 5, 6), p. 272 (act. 7, 8), p. 274 (act. 14), pp. 276-277 (act. 22), p. 278 (act. 23), p. 291 (act. 51, 53), 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. 30), p. 313 (act. 52), p. 316 (act.

	5), p. 317 (act. 7-9), p. 318 (act. 13, 14), p. 322 (act. 27, 28), p. 335 (act. 56), p. 338 (act. 4), p. 339 (act. 6-9), p. 340 (act. 12), p. 341 (act. 14, 16), p. 342 (act. 18), p. 343 (act. 19-22), p. 344 (act. 24), p. 357 (act. 51), 359 (act. 1,2), p. 360 (act. 5, 6), p. 361 (act. 9-11), p. 362 (act. 13), p. 363 (act. 14), p. 366 (act. 23, 24, 25), p. 367 (act. 27-31), p. 376 (act. 51), p. 379 (act. 56, 58), p. 382 (act. 4, 6, 7), p. 383 (act. 9, 11, 12), p. 384 (act. 17-19), p. 385 (act. 21, 22, 23), p. 387 (act. 29, 30), p. 388 (act. 32-36), p. 389 (act. 37, 38, 39), p. 401 (act. 67, 69)
2c. Interpret visual and auditory cues.	SE: p. 21 (act. 1, 2), p. 22 (act. 4), p. 23 (act. 6, 7), p. 24 (act. 11), p. 25 (act. 13), p. 26 (act. 14-17), p. 29 (act. 1, 2), p. 30 (act. 7, 8), p. 31 (act. 9), p. 32 (act. 12, 13), p. 33 (act. 15), p. 37 (act. 28), p. 38 (act. 31, 32), p. 39 (act. 33), p. 43 (act. 47-49), p. 47 (act. 55, 57), p. 49 (act. 58, 59), p. 51 (act. 1, 2, 3), p. 54 (act. 11), p. 56 (act. 14), p. 59 (act. 22, 23), p. 61 (act. 26), p. 62 (act. 28, 29), p. 63 (act. 30), p. 67 (act. 40-43), p. 71 (act. 51), p. 75 (act. 1, 2), p. 76 (act. 4), p. 78 (act. 8), p. 80 (act. 12, 13), p. 82 (act. 18), p. 84 (act. 23), p. 86 (act. 26, 27), p. 87 (act. 28), p. 91 (act. 39-41), p. 95 (act. 50), p. 99 (act. 1, 2), p. 100 (act. 4, 6), p. 103 (act. 12), p. 105 (act. 20), p. 110 (act. 31, 32), p. 111 (act. 33, 34), p. 115 (act. 44, 46), p. 119 (act. 55), p. 121 (act. 58), p. 123 (act. 1, 2), p. 124 (act. 4), p. 126 (act. 9), p. 127 (act. 10, 11), p. 129 (act. 13), p. 133 (act. 26), p. 135 (act. 29), p. 136 (act. 30, 31), p. 141 (act. 42-44), p. 149 (act. 1, 2), p. 157 (act. 17), p. 159 (act. 26), p. 160 (act. 28, 29, 30), p. 165 (act. 41-43), p. 169 (act. 50), p. 173 (act. 1, 2), p. 177 (act. 9), p. 182 (act. 19, 20), p. 185 (act. 26), p. 186 (act. 27, 28), p. 187 (act. 30), p. 199 (act. 1, 2), p. 191 (act. 40-42), p. 197 (act. 54), p. 202 (act. 10), p. 208 (act. 28), p. 209 (act. 30), p. 210 (act. 33, 34), p. 215 (act. 45-47), p. 219 (act. 56), p. 221 (act. 59), p. 223 (act. 1-3), p. 225 (act. 10, 11), p. 227 (act. 16), p. 231 (act. 28), p. 232 (act. 30, 31), p. 233 (act. 34), p. 237 (act. 43-45), p. 241 (act. 54), p. 245 (act. 1-3), p. 246 (act. 5), p. 249 (act. 11, 12), p. 253 (act. 23), p. 255 (act. 32), p. 256 (act. 34, 35), p. 257 (act. 36), p. 261 (act. 46, 47), p. 265 (act. 55), p. 269 (act. 1, 2, 3), p. 270 (act. 4), p. 271 (act. 5, 6), 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. 20), p. 301 (act. 26), p. 302 (act. 27, 28), p. 307 (act. 39-41), p. 315 (act. 1-3), p. 319 (act. 19), p. 320 (act. 21, 22), p. 321 (act. 23, 24), p. 324 (act. 33, 34), p. 325 (act. 35), p. 329 (act. 44-46), p. 333 (act. 53), p. 335 (act. 57), p. 337 (act. 1, 2), p. 339 (act. 10), p. 341 (act. 15), p. 346 (act. 28, 29), p. 351 (act. 40-42), p. 355 (act. 49), p. 357 (act. 52), p. 359 (act. 1, 2), p. 365 (act. 19), p. 366 (act. 22), p. 368 (act. 32, 33), p. 373 (act. 45-47), p. 381 (act. 1, 2), p. 383 (act. 15), 386 (act. 26, 27), p. 390 (act. 41, 42), p. 395 (act. 53-55), p. 399 (act. 52, 54)

COMMUNICATION - PRESENTATIONAL MODE

3. Present information on familiar topics with a variety of words, phrases, and simple sentences in the present time frame.

<p>3a. Present basic information orally and in writing.</p>	<p>SE: p. 36 (act. 25), p. 37 (act. Adesso tocca a te!), p. 44 (act. Write down the reasons why you study Italian), p. 49 (act. 60), p. 50 (act. CF Realizzare un fotoromanzo su saluti e presentazioni), p. 53 (act. 6), p. 61 (act. 27, Adesso tocca a te!), p. 63 (act. 32), p. 73 (act. 55), p. 97 (act. 54), p. 107 (act. 27), p. 122 (act. CF Fare la lista delle cose che vi rendono felici la domenica), p. 127 (act. Adesso tocca a te!), p. 148 (act. CF Presentare la spesa tipica del proprio Paese), p. 153 (act. Adesso tocca a te!), p. 157 (act. 18, Adesso tocca a te!), p. 159 (act. 27, Adesso tocca a te!), 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. 181 (act. Adesso tocca a te!), p. 198 (act. CF Dare informazioni e descrivere un quartiere), p. 222 (act. CF Descrivere il regalo più bello e più brutto, CF Scegliere un regalo per un compagno), p. 231 (act. 29, Adesso tocca a te!), p. 244 (act. CF Presentare tre cose indispensabili nel tuo Paese), p. 253 (act. Adesso tocca a te!), p. 257 (act. 39), p. 260 (act. 45), 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. 278 (act. 24), p. 279 (act. Adesso tocca a te!), p. 281 (act. 33), p. 291 (act. 54), p. 295 (act. Adesso tocca a te!), p. 306 (act. 34, 38), p. 313 (act. 54), p. 314 (CF Presentare un'attività fai da te che ti piace o che ti piacerebbe imparare), p. 317 (act. Adesso tocca a te!), p. 325 (act. 37), p. 336 (act. CF Immaginare e presentare una società del futuro funzionale e sana), p. 339 (act. Adesso tocca a te!), p. 345 (act. Adesso tocca a te!), p. 347 (act. 33), p. 379 (act. 59), p. 380 (act. CF Descrivere varie tipologie di turisti), p. 383 (act. Adesso tocca a te!), p. 384 (act. 20), p. 389 (act. 40, Adesso tocca a te!), p. 391 (act. 46), p. 401 (act. 70), p. 402 (act. CF Scrivere la propria opinione su un tema di civismo)</p>
<p>3b. Give simple instructions.</p>	<p>SE: p. 203 (act. Adesso tocca a te!), p. 319 (act. 20), p. 323 (act. 29, Adesso tocca a te!), p. 345 (act. 26, 27)</p> <p>Interactive activities: Ch. 8 (act. 6-8), Ch. 14 (act. 12, 13)</p>
<p>3c. Tell about familiar objects, experiences, and daily routines.</p>	<p>SE: p. 57 (act. Adesso tocca a te!), p. 73 (act. 56), 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. 87 (act. 31), 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. 118 (act. 51), p. 122 (act. CF Preparare un test per un compagno), p. 131 (act. Adesso tocca a te!), p. 135 (act. Adesso tocca a te!), p. 157 (act. 19), p. 168 (act. 45), p. 172 (act. CF Intervistare un compagno e scrivere il suo CV del 2035), p. 181 (act. 18, Adesso tocca</p>

	a te!), p. 185 (act. Adesso tocca a te!), p. 187 (act. 30), p. 198 (act. CF Promuovere una città da visitare), p. 204 (act. 18), p. 209 (act. Adesso tocca a te!), p. 220 (act. 61) p. 222 (act. CF Scegliere un regalo per un compagno), p. 229 (act. Adesso tocca a te!), p. 233 (act. 35), p. 240 (act. 48), p. 249 (act. Adesso tocca a te!), p. 264 (act. 50), p. 265 (act. 53), p. 273 (act. 12, Adesso tocca a te!), p. 275 (act. Adesso tocca a te!), p. 284 (act. 39), p. 288 (act. 45), p. 292 (act. CF Preparare la presentazione di una decade della moda nel tuo Paese), p. 314 (CF Presentare un'attività fai da te che ti piace o che ti piacerebbe imparare), p. 316 (act. 6), p. 319 (act. Adesso tocca a te!), p. 335 (act. 58), p. 360 (act. 7), p. 361 (act. Adesso tocca a te!), p. 365 (act. Adesso tocca a te!), p. 367 (act. Adesso tocca a te!), p. 402 (act. CF Redigere il decalogo civico della classe)
3d. Recite short memorized phrases, poems, and/or rhymes.	SE: p. 115 (act. 45), p. 119 (act. 56), p. 209 (act. 32), p. 261 (act. 47), TE: p. 337 (act. 45 Extending), p. 395 (act. 54 Extending)
CULTURE	
4. Identify practices of the target cultures.	
4a. Use basic appropriate gestures in common interactions.	SE: p. 28 (act. Comunicare in classe), p. 38 (act. 32), p. 169 (act. 50), p. 211 (act. 36), p. 223 (act. 1), p. 301 (act. 26), p. 321 (act. 26), p. 332 (act. 48), p. 377 (act. 54) TE: p. 231 (act. Expanding) Interactive activities: Ch. 9 (act. 15, 16)
4b. Identify behaviors in a variety of environments.	SE: p. 28 (act. Comunicare in classe), p. 30 (act. 4), p. 31 (act. 9, 10, 11), p. 38 (act. 32), p. 39 (act. 34, 36), p. 46 (act. 50, 51), p. 50 (act. CF Realizzare un fotoromanzo su saluti e presentazioni), p. 71 (act. 51, 52), p. 78 (act. 8), p. 79 (act. 10), p. 95 (act. 50), p. 119 (act. 55, 56), p. 133 (act. 26), p. 136 (act. 31), p. 145 (act. 51), p. 169 (act. 50), p. 195 (act. 50), p. 202 (act. 10), p. 203 (act. 13), p. 206 (act. 24), p. 208 (act. 28), p. 209 (act. 30), p. 210 (act. 33), p. 211 (act. 36, 37), p. 214 (act. 42), 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. 21, 22), p. 301 (act. 26), p. 303 (act. 30), p. 311 (act. 49), p. 321 (act. 26), p. 333 (act. 53), p. 335 (act. 56), p. 355 (act. 49), p. p. 399 (act. 64)
4c. Identify typical activities, events, and celebrations of the target cultures.	SE: p. 76 (act. 5), p. 77 (act. 6), p. 97 (act. 51, 52), p. 100 (act. 4-6), p. 101 (act. 7), p. 104 (act. 15), p. 108 (act. 28, 29), p. 120 (act. 57), p. 132 (act. 23), p. 211 (act. 37), pp. 220-221 (act. 57), p. 383 (act. 12), p. 384 (act. 17), p. 385 (act. 24), p. 386 (act. 26), p. 387 (act. 29, 31)

5. Identify products of the target cultures.	
5a. Recognize arts, crafts, or graphic representations of the target culture.	SE: p. 22 (act. 4), p. 49 (act. 58, 59, 60), p. 123 (act. 1, 3), p. 134 (act. 27), p. 135 (act. 29), p. 149 (act. 1), p. 150 (act. 4), p. 151 (act. 6, 7), p. 152 (act. 8), p. 171 (act. 52), p. 173 (act. 1), p. 174 (act. 4), p. 175 (act. 5), p. 180 (act. 15), p. 199 (act. 1), pp. 312-313 (act. 52), p. 320 (act. 21), p. 382 (act. 5, 6, 7), p. 383 (act. 12)
5b. Identify the cultural elements found in music and short video clips.	SE: p. 62 (act. 28), p. 87 (act. 28), p. 280 (act. 28, 29), p. 346 (act. 29), p. 347 (act. 30), p. 368 (act. 34), p. 390 (act. 43)
5c. Listen to, read, and identify the products from the target culture.	SE: p. 22 (act. 4, 5), p. 30 (act. 8), p. 35 (act. 20), p. 87 (act. 28), p. 106 (act. 23), p. 125 (act. 6), p. 154 (act. 12), p. 155 (act. 13), p. 158 (act. 20), p. 243 (act. 55, 56, 58), p. 335 (act. 55), p. 382 (act. 5)
CONNECTIONS	
6. Connect with other disciplines while using the target language.	
6a. Use math skills to convert English measurements to metric system and to convert currencies.	SE: p. 131 (act. 21), p. 144 (act. 46)
6b. Locate cities, states, and countries where the target language is spoken.	SE: p. 30 (act. 7, 8), p. 49 (act. 59, 60), p. 53 (act. 3), p. 62 (act. 28), p. 174 (act. 4), p. 175 (act. 5), p. 176 (act. 8), p. 177 (act. 9, Adesso tocca a te!), p. 178 (act. 10), p. 180 (act. 15), p. 183 (act. 22), p. 186 (act. 27, 29), p. 192 (act. 51, 54, 55), p. 197 (act. 51, 55), p. 362 (act. 13), p. 363 (act. 14) TE: p. 369 (act. 37 Planning)
6c. Describe weather in different locations around the world.	SE: p. 367 (act. 31), p. 377 (act. 53) TE: p. 374 (act. Laying the ground) Test di verifica: Ch. 7-8: p. 4 (act. A)
7. Interpret information related to diverse perspectives in the target culture.	
7a. Exchange ideas on various audio and visual documents to interpret content.	SE: p. 22 (act. 5), p. 38 (act. 31, 32), p. 62 (act. 28), p. 73 (act. 53, 54), p. 76 (act. 5), p. 77 (act. 6), p. 84 (act. 23), p. 106 (act. 23), p. 111 (act. 35), p. 151 (act. 6), p. 171 (act. 51, 53), p. 174 (act. 4), p. 177 (act. 9), p. 178 (act. 10), p. 186 (act. 27, 29), p. 200 (act. 3, 4), p.

	201 (act. 5, 8), p. 206 (act. 24), p. 225 (act. 12), p. 230 (act. 23), p. 232 (act. 32), p. 257 (act. 38), p. 274 (act. 13, 14), p. 281 (act. 31), p. 291 (act. 50), p. 313 (act. 51), p. 321 (act. 26), p. 325 (act. 36), 346 (act. 28, 29), p. 361 (act. 11), p. 383 (act. 14), p. 387 (act. 31), p. 391 (act. 45), p. 401 (act. 66, 68)
7b. Explore authentic websites and materials to interpret topics.	SE: p. 49 (act. 60), p. 123 (act. 3), p. 147 (act. 56), p. 148 (act. CF Presentare la spesa tipica del proprio Paese), p. 153 (act. Adesso tocca a te!), p. 157 (act. Adesso tocca a te!), p. 159 (act. Adesso tocca a te!), p. 177 (act. Adesso tocca a te!), p. 183 (act. 22), p. 197 (act. 55), p. 257 (act. 39), p. 313 (act. 53)
COMPARISONS	
8. Identify characteristics of the target language and the native language.	
8a. Observe formal and informal forms of language.	SE: p. 9 (act. 4, 5a, 5b, 5c, 6), p. 12 (act. 16a, 16b, 16c), p. 30 (act. 4, 5), p. 31 (act. 10, 11), p. 38 (act. 31, 32), p. 39 (act. 34-36), p. 46 (act. 50), p. 47 (act. 57), p. 50 (act. CF Realizzare un fotoromanzo su saluti e presentazioni), p. 133 (act. 26), p. 146 (act. 5b), p. 279 (act. Adesso tocca a te!)
8b. Identify word order for dates and placement of descriptors.	SE: p. 56 (act. 15), p. 57 (act. 19), p. 61 (act. Adesso tocca a te!), p. 81 (act. 17), p. 106 (act. 23), p. 107 (act. 26), p. 131 (act. 20), p. 159 (act. 24, 25), p. 161 (act. 31), p. 169 (act. 47, 48), p. 176 (act. 7), p. 177 (act. Adesso tocca a te!), p. 177 (act. Adesso tocca a te!), p. 179 (act. 11), p. 186 (act. 29), p. 194 (act. 44-46), p. 208 (act. 29), p. 231 (act. 26), p. 234 (act. 41, 42), p. 264 (act. 52), p. 289 (act. 46), p. 294 (act. 6), p. 333 (act. 52), p. 350 (act. 34) Interactive activities: Ch. 6 (act. 17, 18)
8c. Identify high-frequency idiomatic expressions.	SE: p. 224 (act. 6) TE: p. 83 (act. 1 Planning), p. 282 (act. 14), p. 389 (act. 1-3 Planning)
8d. Identify cognates.	SE: p. 150 (act. 5) TE: p. 115 (act. 25), p. 184 (act. 6)
9. Identify products, practices, and perspectives of the target culture and the native culture.	
9a. Identify daily routines in the target culture and the native culture.	SE: p. 32 (act. 14), p. 39 (act. 36), p. 73 (act. 53), p. 74 (act. CF Presentare i modelli di famiglia del proprio Paese), p. 79 (act. 10), p. 110 (act. 31, 32), p. 130 (act. 17, 19), p. 133 (act. 25), p. 137 (act. 35), p. 148 (act. Presentare la spesa tipica del proprio Paese), p. 150

	(act. 5), p. 201 (act. 5), p. 203 (act. Adesso tocca a te!), p. 211 (act. 37), p. 221 (act. 57, 61), p. 268 (act. CF Preparare una presentazione per confrontare il design di varie epoche)
9b. Identify celebrations in the target culture and the native culture.	SE: p. 206 (act. 24), p. 221 (act. 57-61) TE: p. 207 (act. Laying the ground)
9c. Identify games, stories, songs, and rhymes from the native culture and those from the target culture.	SE: p. 106 (act. 23) TE: p. 125 (act. 1-3 Planning) General Resources: Dossier culturale (pp. 8-9)
COMMUNITIES	
10. Communicate using the target language within the classroom and globally.	
10a. Communicate with speakers of the target language in person or virtually.	SE: p. 83 (act. 20), p. 85 (act. 25), p. 172 (act. Intervistare un compagno e scrivere il suo CV del 2035), p. 209 (act. 32), p. 218 (act. 51, 52), p. 221 (act. 60), p. 272 (act. 9), p. 279 (act. Adesso tocca a te!), p. 301 (act. Adesso tocca a te!), p. 303 (act. 31), p. 323 (act. 32, Adesso tocca a te!), p. 341 (act. Adesso tocca a te!), p. 358 (act. CF Preparare l'annuncio di un oggetto usato da vendere su una piattaforma web), p. 364 (act. 16), p. 366 (act. 26)
10b. Identify professions that utilize the target language.	SE: p. 54 (act. 9), p. 55 (act. 13), p. 70 (act. 47, 48), p. 149 (act. 3), p. 172 (act. Intervistare un compagno e scrivere il suo CV del 2035), p. 293 (act. 1-3), p. 294 (act. 4), p. 297 (act. Adesso tocca a te!), p. 310 (act. 43), p. 323 (act. 31)
11. Identify opportunities to use the target language beyond the classroom environment.	
11a. Plan real or imaginary travel.	SE: p. 135 (act. 22), p. 183 (act. 22), p. 185 (act. Adesso tocca a te!), p. 187 (act. 31, 32), p. 198 (act. CF Promuovere una città da visitare), p. 360 (act. 7), p. 361 (act. Adesso tocca a te!), p. 364 (act. 18), p. 367 (act. Adesso tocca a te!), p. 363 (act. 14), p. 365 (act. 21, Adesso tocca a te!), p. 369 (act. 37), p. 379 (act. 55, 57), p. 380 (act. CF Raccontare un'esperienza di viaggio particolare o memorabile) General Resources: Dossier culturale (Viaggio in Italia)
11b. Attend or view cultural events in person or virtually.	SE: p. 50 (act. CF Realizzare un fotoromanzo su saluti e presentazioni, CF Creare e compilare un modulo d'iscrizione), p. 291 (act. 54), p. 314 (act. CF Creare uno spazio virtuale della classe in cui offrire servizi)