



DAVVERO 1

LEVEL: NOVICE LOW TO NOVICE HIGH

2019 World Languages Standards for California Public Schools,
Kindergarten Through Grade Twelve

LEARNING STANDARDS EVIDENCE

COMMUNICATION STANDARD 1: INTERPRETIVE COMMUNICATION

WL.CM1

To access information, students demonstrate understanding, interpret, and analyze what is heard, read, or viewed on a variety of topics, from authentic texts. They use technology, when appropriate.

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. 14-17), p. 29 (act. 1, 2), p. 30 (act. 4, 7, 8), p. 31 (act. 9), p. 32 (act. 12-14), p. 33 (act. 15), p. 34 (act. 18), p. 36 (act. 21, 22, 25), p. 37 (act. 28, 29), p. 38 (act. 31-35), p. 43 (act. 47-49), p. 47 (act. 57a-d), p. 49 (act. 58, 59), p. 51 (act. 1, 2), p. 52 (act. 4, 5.1, 5.2), p. 53 (act. 5.3-5.5), p. 54 (act. 11), p. 56 (act. 14), p. 57 (act. 17, 19a), p. 58 (act. 20, 21), p. 59 (act. 23), p. 60 (act. 25), p. 61 (act. 26), p. 62 (act. 28, 29), p. 63 (act. 30), p. 67 (act. 40-43), 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. 82 (act. 18), p. 84 (act. 23), p. 86 (act. 26, 27), p. 87 (act. 28, 29), p. 91 (act. 39-41), p. 95 (act. 50), p. 97 (act. 51), p. 99 (act. 1, 2), p. 100 (act. 4, 6), p. 101 (act. 7), p. 103 (act. 12), p. 104 (act. 15, 16), p. 105 (act. 18, 20), p. 106 (act. 23), p. 107 (act. 25), p. 108 (act. 29), p. 110 (act. 31, 32), p. 111 (act. 33, 34), p. 115 (act. 44, 46), p. 119 (act. 55, 56), p. 121 (act. 58), p. 123 (act. 1, 2), p. 124 (act. 4), p. 125 (act. 6), p. 127 (act. 10, 11), p. 128 (act. 12), p. 129 (act. 13), p. 130 (act. 17), p. 132 (act. 23), p. 133 (act. 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. 52-56), p. 149 (act. 3), p. 159 (act. 4), p. 151 (act. 7), p. 152 (act. 8), p. 154 (act. 12), p. 155 (act. 13), p. 157 (act. 17), p. 158 (act. 20-22), p. 159 (act. 26), p. 160 (act. 29, 30), p. 165 (act. 41-43), p. 169 (act. 50), p. 171 (act. 52), p. 172 (act. 1, 2), p. 175 (act. 5), p. 177 (act. 9), p. 178 (act. 10), p. 180 (act. 15), p. 182 (act. 19, 20), p. 183 (act. 21), p. 184 (act. 23), p. 185 (act. 26), p. 186 (act. 27, 28), p. 187 (act. 30), p. 191 (act. 40-42), p. 195 (act. 50), p. 197 (act. 51, 52, 54), p. 200 (act. 3, 4), p. 201 (act. 6, 7), p. 202 (act. 10), p. 204 (act. 14), p. 205 (act. 20), p. 206 (act. 24), p. 208 (act. 28), p. 209 (act. 30), p. 210 (act. 33, 34), p. 211 (act. 36), p. 215 (act. 45-47), p. 219 (act. 56), p. 221 (act. 57-60), p. 223 (act. 1, 2, 3), p. 224 (act. 4-7), p. 225 (act. 10-12), p. 227 (act. 15-17), p. 228 (act. 18), p. 230 (act. 22, 23), p. 231 (act. 24-28), p. 232 (act.

30, 31), p. 237 (act. 43-45), p. 241 (act. 54), p. 242-243 (act. 55-57), p. 245 (act. 1, 2), p. 246 (act. 5), p. 247 (act. 6, 7), p. 249 (act. 11), p. 251 (act. 16), p. 252 (act. 18), p. 253 (act. 22, 23), p. 254 (act. 25), p. 255 (act. 29, 32), p. 256 (act. 34, 35), p. 257 (act. 36, 39), p. 261 (act. 46-47), p. 265 (act. 55), p. 266-267 (act. 57), p. 269 (act. 1, 3), p. 270 (act. 4), p. 271 (act. 5), p. 272 (act. 10), p. 274 (act. 14), p. 275 (act. 19, 20), pp. 276-277 (act. 22), p. 279 (act. 26), p. 280 (act. 29, 30), p. 285 (act. 40, 41, 42), p. 289 (act. 49), pp. 290-291 (act. 51), p. 291 (act. 52, 53), p. 293 (act. 1, 3), p. 294 (act. 5), p. 295 (act. 7, 8), p. 296 (act. 12, 13), p. 297 (act. 15), p. 298 (act. 18), p. 299 (act. 19, 20), p. 300 (act. 23, 24), p. 301 (act. 26), p. 302 (act. 27-28), p. 303 (act. 29, 30), p. 307 (act. 39-41), p. 311 (act. 49), p. 313 (act. 52), p. 315 (act. 1, 2), p. 316 (act. 5), p. 317 (act. 7, 9), p. 318 (act. 12-14), p. 319 (act. 19), p. 329 (act. 21, 22), p. 321 (act. 23, 24, 26), p. 322 (act. 27, 28), p. 323 (act. 30, 31), p. 324 (act. 33-35), p. 329 (act. 44, 45, 46), p. 332 (act. 47, 48), p. 333 (act. 53, 54), p. 335 (act. 56, 57), p. 336 (act. CF: Immagi-nare e presentare una società del futuro funzionale e sana), p. 337 (act. 1, 2), p. 338 (act. 4), p. 339 (act. 6, 10), p. 340 (act. 12), p. 341 (act. 15), p. 342 (act. 18), p. 344 (act. 24), p. 346 (act. 28, 29), p. 347 (act. 31, 32), p. 351 (act. 40-42), p. 355 (act. 49), p. 357 (act. 51-52), p. 359 (act. 1, 2), p. 360 (act. 5, 6), p. 361 (act. 9, 10, 11), p. 362 (act. 13), p. 363 (act. 14), p. 364 (act. 15, 17), p. 365 (act. 19, 20), p. 366 (act. 22, 23, 25), p. 367 (act. 27-31), p. 368 (act. 32, 33), p. 369 (act. 35-37), p. 373 (act. 45-47), p. 376 (act. 48-51), p. 377 (act. 52-54), p. 379 (act. 56, 58), p. 381 (act. 1, 2), p. 382 (act. 4, 6, 7), p. 383 (act. 9, 12, 15), p. 384 (act. 16, 17, 18, 19), p. 385 (act. 21-23), p. 386 (act. 27, 29), p. 388 (act. 32, 36), p. 389 (act. 37-39), p. 390 (act. 41, 42), p. 395 (act. 53-55), p. 399 (act. 62, 63, 64), p. 401 (act. 67, 69)

COMMUNICATION STANDARD 2: INTERPERSONAL COMMUNICATION

WL.CM2

To collaborate, share information, reactions, feelings, and opinions, students interact and negotiate meaning in a variety of real-world settings and for multiple purposes, in spoken, signed, or written conversations. They use technology, when appropriate.

p. 21 (act. 2-3), p. 22 (act. 5), p. 24 (act. 10), p. 25 (act. 12, 13), p. 26 (act. 16), p. 28 (act. Comunicare in classe), p. 29 (act. 3), p. 30 (act. 5, 6, 8), p. 31 (act. 10, 11, 11a-c), p. 32 (act. 14), p. 33 (act. 16, 17), p. 35 (act. 19, 20, 20a-c), p. 36 (act. 21), p. 36 (act. 23-26), p. 37 (act. 27, 30, 30a-c), p. 39 (act. 36), p. 42 (act. 38-46), p. 43 (act. 47, 48, 49), p. 46 (act. 50-54), p. 47 (act. 55, 56, 57a-d), p. 49 (act. 58, 60), p. 50 (act. CF1, CF2, CF3), p. 51 (act. 1, 3), p. 53 (act. 6), p. 54 (act. 7-10), p. 55 (act. 12, 13a-c), p. 56 (act. 15, 16), p. 57 (act. 18, 19, 19a-b), p. 59 (act. 22, 23), p. 60 (act. 24), p. 61 (act. 27, 27a-d), p. 62 (act. 28), p. 63 (act. 31, 32), p. 66 (act. 33-39), p. 67 (act. 41, 42, 43), p. 70 (act. 44-48), p. 71 (act. 49-52), p. 73 (act. 53-56), p. 74 (act. CF1, CF2, CF3), p. 75 (act. 1, 3), p. 76 (act. 5), p. 77 (act. 7), p. 78 (act. 9), p. 79 (act. 11, 11a-d), p. 81 (act. 14, 16, 17, 17a, 17b), p. 83 (act. 19-22), p. 84 (act. 23), p. 85 (act. 25, 25a, 25b, 25c, 25d), p. 87

(act. 29-31), p. 90 (act. 32-38), p. 91 (act. 39, 40), p. 93, p. 94 (act. 42-47), p. 95 (act. 48-50), p. 97 (act. 51-54), p. 98 (act. CF1, CF2, CF3), 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, 13a-c), p. 104 (act. 14, 17), p. 105 (act. 19, 21, 22, 22a-c), p. 106 (act. 23), p. 107 (act. 24-27), p. 108 (act. 28, 29), p. 109 (act. 30, 30a-c), p. 111 (act. 35, 36), p. 114 (act. 37-43), p. 115 (act. 45), p. 118 (act. 47-51), p. 119 (act. 52-56), p. 121 (act. 57, 59), p. 122 (act. CF1 CF2, CF3, CF1, CF2, CF3), p. 123 (act. 1, 3), p. 124 (act. 4, 5), p. 125 (act. 6), p. 126 (act. 7-9), p. 127 (act. Adesso tocca a te a-c), p. 129 (act. 14, 15), p. 130 (act. 16-19), p. 131 (act. 20, 21, 21a-c), 132 (act. 22, 23), p. 133 (act. 24, 25), p. 134 (act. 28), p. 137 (act. 33-35), p. 140 (act. 36-41), 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. CF1, CF2, CF3), p. 149 (act. 1, 2), p. 150 (act. 5), p. 151 (act. 6), p. 152 (act. 8), p. 153 (act. 9, 10, 11a-c), p. 154 (act. 12), p. 156 (act. 14-16), p. 157 (act. 18, 19, 19a-c), p. 158 (act. 20-22), p. 159 (act. 23-27), p. 161 (act. 31-34), p. 164 (act. 35-40), p. 165 (act. 41, 42, 43), p. 166, p. 168 (act. 44-50), p. 171 (act. 51-53), p. 172 (act. CF1, CF2, CF3, CF1, CF2, CF3), p. 173 (act. 1, 3), p. 174 (act. 4), p. 175 (act. 5), p. 176 (act. 6-8), p. 177 (act. 9a-e), p. 179 (act. 11-14), p. 181 (act. 16, 17, 18), p. 182 (act. 19), p. 183 (act. 21, 22), p. 185 (act. 24, 25), p. 185 (act. 26a, 26b, 26c, 26d), p. 186 (act. 27, 29), p. 187 (act. 31, 32), p. 190 (act. 33-39), p. 191 (act. 40), p. 194 (act. 43-47), p. 195 (act. 48-50), p. 197 (act. 51, 52, 55), p. 198 (act. CF1, CF2, CF3), p. 199 (act. 1, 2), p. 201 (act. 5, 8), p. 202 (act. 9, 11), p. 203 (act. 12, 13, Adesso tocca a te!), p. 204 (act. 15-18), p. 205 (act. 19, 21, 22, 23, Adesso tocca a te!), p. 207 (act. 25-27), p. 208 (act. 28, 29), p. 209 (act. 31, 32, Adesso tocca a te!), p. 210 (act. 33, 34), p. 211 (act. 35, 37), p. 214 (act. 38-44), p. 215 (act. 45-47), p. 218 (act. 48-52), p. 219 (act. 53-56), p. 221 (act. 57, 58, 61), p. 222 (act. CF: Descrivere il regalo piu bello e piu brutto), p. 224 (act. 5, 6, 8), p. 225 (act. 9, 11, Adesso tocca a te!), p. 226 (act. 13, 14), p. 227 (act. 15, 17), p. 228 (act. 18-19), p. 229 (act. 20, 21), p. 230 (act. 23), p. 231 (act. 29), p. 232 (act. 32), p. 233 (act. 33, 34, 35), p. 236 (act. 36-42), p. 237 (act. 43-45), p. 240 (act. 46-51), p. 241 (act. 52-54), p. 242-243 (act. 56), p. 243 (act. 58), p. 244 (act. CF: Pre-sentare tre cose indispensabili nel tuo Paese), p. 245 (act. 2, 3), p. 246 (act. 4), p. 248 (act. 8, 10), p. 249 (act. 12, Adesso tocca a te!), p. 250 (act. 13, 14, 15), p. 251 (act. 17), p. 252 (act. 19-21), p. 254 (act. 24, 26, 27), p. 255 (act. 28, 30, 31, 33, Adesso tocca a te!), p. 257 (act. 37, 38), p. 260 (act. 40-45), p. 261 (act. 46, 47), p. 264 (act. 48-52), p. 265 (act. 53, 54, 55), p. 267 (act. 56, 58), p. 269 (act. 2), p. 271 (act. 5, 6), p. 272 (act. 7-9), p. 273 (act. 11, 12, Adesso tocca a te!), p. 274 (act. 13, 14), p. 275 (act. 15, 16, 18, 21, 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, 32, 33), p. 284 (act. 34-39), p. 285 (act. 40, 41, 42), p. 288 (act. 43-45), p. 289 (act. 46-49), p. 290 (act. 50), p. 291 (act. 54), p. 293 (act. 2),

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, 17, 18), p. 299 (act. 20-22), p. 301 (act. 25, 26, Adesso tocca a te!), p. 303 (act. 31), p. 306 (act. 32-38), p. 307 (act. 39, 40, 41), p. 310 (act. 42-46), p. 311 (act. 47, 48, 50), p. 313 (act. 51, 52, 53), p. 314 (act. CF: Creare uno spazio virtuale della classe in cui offrire servizi; Presentare un'attività fai da te che ti piace o che ti piacerebbe imparare), p. 315 (act. 1, 3), p. 316 (act. 4, 5, 6), p. 317 (act. 8, 10, 11, Adesso tocca a te!), p. 318 (act. 14), p. 319 (act. 15-18, 20, Adesso tocca a te!), p. 321 (act. 23, 24, 25), p. 322 (act. 28), p. 323 (act. 29, 32, Adesso tocca a te!), p. 325 (act. 36, 37), p. 328 (act. 38-43), 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. 6-10, 10a, 10b), p. 340 (act. 11), p. 341 (act. 13, 14, 16, 16a-c), p. 342 (act. 17, 18), p. 343 (act. 19-22), p. 344 (act. 23, 24), p. 345 (act. 25, 26, 27, 27a-c), p. 347 (act. 30-33), p. 350 (act. 34-39), p. 351 (act. 40-42), p. 354 (act. 43-47), p. 355 (act. 48, 49), p. 357 (act. 50, 53), p. 358 (act. CF1, CF2, CF3, CF4, CF5, CF1, CF2, CF3, CF4, CF5), p. 359 (act. 1, 3), p. 360 (act. 4, 5, 7), p. 361 (act. 8, 9, 11, 12, Adesso tocca a te!), p. 362 (act. 13), p. 363 (act. 14), p. 364 (act. 16, 18), p. 365 (act. 21, Adesso tocca a te!), p. 366 (act. 22, 24), p. 367 (act. 28-30, Adesso tocca a te!), p. 368 (act. 32, 34), p. 369 (act. 37), p. 372 (act. 38-44), p. 377 (act. 54), p. 379 (act. 55, 57, 59), p. 380 (act. CF: Descrivere varie tipologie di turisti; Raccontare un'esperienza di viaggio particolare o memorabile), p. 381 (act. 1-3), p. 382 (act. 5, 6, 8), p. 383 (act. 9-11, 13, 14, 15a-b), p. 384 (act. 16-20), p. 385 (act. 21, 22, 24, 25), p. 386 (act. 26, 28), p. 387 (act. 29-31), p. 388 (act. 32-35), p. 389 (act. 38, 39, 40, 40a-c), p. 390 (act. 43), p. 391 (act. 44, 45, 46), p. 394 (act. 47-52), p. 395 (act. 53-55), p. 398 (act. 56-61), p. 399 (act. 62-65), p. 401 (act. 66-68, 70), p. 402 (act. CF1, CF2, CF3)

COMMUNICATION STANDARD 3: PRESENTATIONAL COMMUNICATION

WL.CM3

To present and publish, students present information, concepts, and ideas on a variety of topics and for multiple purposes, in culturally appropriate ways. They adapt to various audiences of listeners, readers, or viewers, using the most suitable media and technologies.

p. 37 (act. 30a-c), p. 49 (act. 60), p. 50 (act. CF1, CF2, CF3, CF4), p. 63 (act. 32), p. 74 (act. CF3, CF1, CF2, CF3), p. 79 (act. 11d), p. 94 (act. 45), p. 98 (act. CF1, CF2, CF3, CF4), p. 122 (act. CF1 CF2, CF3), p. 135 (act. 29a-c), p. 137 (act. 35), p. 149 (act. CF1, CF2, CF3, CF1, CF2, CF3), p. 172 (act. CF1, CF2, CF3, CF1, CF2, CF3), p. 181 (act. 18a-e), p. 187 (act. 32), p. 198 (act. CF1, CF2, CF3), p. 209 (act. Adesso tocca a te!), p. 222 (act. CF: 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. 253 (act. Adesso tocca a te!), p. 267 (act. 59), p. 268 (act. CF: Arredare gli spazi di una scuola; Preparare una presentazione per confrontare il design di varie epoche), p. 292 (act. CF: Fare un cartellone con I ricordi della scuola primaria; Preparare la presentazione di una decada della moda nel tuo Paese), p. 295 (act. Adesso tocca a te!), p. 301 (act. Adesso tocca a te!), p. 313 (act. 54), p. 314 (act. CF: Creare uno spazio virtuale della classe in cui offrire servizi; Presentare un'attività fai da te che ti piace o che

ti piacerebbe imparare), p. 317 (act. 11), p. 319 (act. Adesso tocca a te!), p. 323 (act. Adesso tocca a te!), p. 336 (act. CF: Scambiarsi consigli sulla gestione del tempo; Immaginare e presentare una società del futuro funzionale e sana), p. 361 (act. Adesso tocca a te!), p. 365 (act. Adesso tocca a te!), p. 367 (act. Adesso tocca a te!), p. 379 (act. 59), p. 380 (act. CF: Descrivere varie tipologie di turista;- Raccontare un'esperienza di viaggio particolare o memorabile), p. 401 (act. 70), p. 402 (act. CF1, CF2, CF3)

COMMUNICATION STANDARD 4: SETTINGS FOR COMMUNICATION

WL.CM4

Students use language in: highly predictable, daily settings (N); transactional and some informal settings (I); most informal settings (A); or informal, formal, and professional settings, and unfamiliar and problem situations (S) in their communities and in the globalized world. Students recognize (N), participate in (I), initiate (A), or sustain (S) language-use opportunities outside classrooms and set goals, reflect on progress, and use language for enjoyment, enrichment, and advancement.

p. 24 (act. 11), p. 31 (act. 9), p. 37 (act. 30a-c), p. 50 (act. CF1, CF2, CF3, CF4), p. 50 (act. CF1, CF2, CF3, CF4), p. 50 (act. CF1 CF2, CF3), p. 74 (act. CF1 CF2, CF3, CF1 CF2, CF3), p. 98 (act. CF1, CF2, CF3, CF4), p. 122 (act. CF1, CF2, CF3, CF1, CF2, CF3), p. 127 (act. Adesso tocca a te! a-c), p. 131 (act. 21a-c), p. 135 (act. 29a-c), p. 149 (act. CF1, CF2, CF3, CF1 CF2, CF3), p. 172 (act. CF1, CF2, CF3, CF1, CF2, CF3), p. 198 (act. CF1, CF2, CF3, CF1, CF2, CF3), p. 295 (act. Adesso tocca a te!), p. 301 (act. Adesso tocca a te!), p. 311 (act. 49), p. 314 (act. CF: Creare uno spazio virtuale della classe in cui offrire servizi), p. 317 (act. 8), p. 358 (act. CF1, CF2, CF3, CF4, CF5, CF1, CF2, CF3, CF4, CF5), p. 361 (act. Adesso tocca a te!), p. 382 (act. 4-7), p. 383 (act. 10, 12, 14, 15a-b), p. 384 (act. 16, 17, 20), p. 385 (act. 21, 25, 25a, 25b), p. 386 (act. 26), p. 387 (act. 29, 31), p. 388 (act. 32), p. 389 (act. 40, 40a-c), p. 390 (act. 43), p. 391 (act. 45, 46), p. 401 (act. 66, 68), p. 402 (act. CF1, CF2, CF3, CF1, CF2, CF3)

COMMUNICATION STANDARDS 5 AND 6: STRUCTURES IN SERVICE OF COMMUNICATION

WL.CM5, 6

Students use structures to communicate: sounds, parameters (ASL) writing systems (N); basic word and sentence formation (I); structures for major time frames, text structures for paragraph-level discourse (A); or all structures, and text structures for extended discourse (S). They use language text types to communicate: learned words, signs, fingerspelling (ASL) and phrases (N); sentences and strings of sentences (I); paragraphs and strings of paragraphs (A); or coherent, cohesive multiparagraph texts (S).

p. 25 (act. 13), p. 28 (act. Comunicare in classe), p. 78 (act. 8), p. 97 (act. 54), p. 98 (act. CF1-3), p. 176 (act. 7), p. 185 (act. 25), p. 231 (act. 27), p. 294 (act. 6), p. 297 (act. 14, 15), p. 300 (act. 24), p. 301 (act. 25), p. 317 (act. 8, 9), p. 321 (act. 26), p. 360 (act. 6), p. 364 (act. 15), p. 365 (act. 20), p. 366 (act. 24), p. 367 (act. 28, 29, 30)

COMMUNICATION STANDARD 7: LANGUAGE COMPARISONS IN SERVICE OF COMMUNICATION

WL.CM7

To interact with communicative competence, students use the target language to investigate, explain, and reflect on the nature of language through comparisons of similarities and differences in the target language and the language(s) they know.

p. 28 (act. Comunicare in classe), p. 31 (act. 11a-c), p. 32 (act. 14), p. 35 (act. 20), p. 39 (act. 36), p. 46 (act. 51), p. 47 (act. 57a-d), p. 53 (act. 6), p. 54 (act. 9), p. 56 (act. 16), p. 71 (act. 51), p. 95 (act. 50), p. 100 (act. 4), p. 102 (act. 10), p. 105 (act. 18), p. 145 (act. 51), p. 150 (act. 5), p. 169 (act. 50), p. 176 (act. 6), p. 204 (act. 17), p. 207 (act. 26), p. 224 (act. 4), p. 226 (act. 14), p. 229 (act. 20), p. 241 (act. 52), p. 246 (act. 5), p. 248 (act. 9), p. 251 (act. 17), p. 255 (act. 31), p. 269 (act. 2), p. 271 (act. 6), p. 275 (act. 17), p. 289 (act. 49), p. 311 (act. 50), p. 317 (act. Adesso tocca a te!), p. 321 (act. 26), p. 355 (act. 49), p. 361 (act. 10), p. 364 (act. 17), p. 377 (act. 54), p. 399 (act. 65)

THE CULTURE STANDARDS

CULTURES STANDARD 1: CULTURALLY APPROPRIATE INTERACTION

WL.CL1

Students interact with cultural competence and understanding.

p. 50 (act. CF1, CF2), p. 55 (act. Adesso tocca a te!), p. 63 (act. 31, 32), p. 73 (act. 53, 54), p. 74 (act. CF1 1-3), p. 85 (act. Adesso tocca a te!), p. 97 (act. 51), p. 98 (CF1 1-4), p. 106 (act. 23), p. 108 (act. 28), p. 109 (act. Adesso tocca a te!), p. 121 (act. 57), p. 122 (act. CF 1-3), p. 125 (act. 6), p. 127 (act. Adesso tocca a te!), p. 130 (act. 17), p. 132 (act. 22, 23), p. 135 (act. Adesso tocca a te!), p. 148 (act. CF1, CF2), p. 149 (act. 1), p. 151 (act. 6), p. 153 (act. 11), p. 154 (act. 12), p. 158 (act. 20), p. 159 (act. 27), p. 161 (act. 32), p. 171 (act. 51), p. 172 (act. CF1, CF2), p. 176 (act. 8), p. 181 (act. 18), p. 183 (act. 22), p. 186 (act. 27), p. 187 (act. 31), p. 197 (act. 53, 55), p. 198 (act. CF 1-3), p. 199 (act. 1, 2), p. 201 (act. 5, 8), p. 203 (act. 13, Adesso tocca a te!), p. 204 (act. 18), p. 205 (act. 19, 23, Adesso tocca a te!), p. 207 (act. 27), p. 209 (act. 31, 32, Adesso tocca a te!), p. 211 (act. 35, 37), p. 221 (act. 57, 58), p. 222 (act. CF1, CF2), p. 224 (act. 5), p. 225 (act. 9, 12, Adesso tocca a te!), p. 227 (act. 15), p. 231 (act. 24), p. 233 (act. 33), p. 243 (act. 55, 58), p. 244 (act. CF1, CF2), p. 246 (act. 4), p. 245 (act. 8), p. 249 (act. Adesso tocca a te!), p. 250 (act. 15), p. 252 (act. 20, 21), p. 253 (act. Adesso tocca a te!), p. 254 (act. 24), p. 257 (act. 28), p. 267 (act. 59), p. 273 (act. Ade-ssò tocca a te!), p. 274 (act. 13), p. 276 (act. 22), p. 279 (act. 27), p. 281 (act. 31), p. 291 (act. 50), p. 292 (act. CF2), p. 294 (act. 4), p. 295 (act. 7, Adesso tocca a te!), p. 301 (act. Adesso tocca a te!), p. 313 (act. 51, 52), p. 314 (act. CF: Creare uno spazio virtuale della classe in cui offrire servizi; Presentare un'attività fai da te che ti piace o che ti), p. 318 (act. 14), p. 319 (act. Adesso tocca a te!), p. 323 (act. Adesso tocca a te!), p. 325 (act. 37), p. 335 (act. 55), p. 336 (act. CF: Scambiarsi consigli sulla gestione del tempo; Immaginare e presentare una società del futuro funzionale e sana), p. 337 (act. 1), p. 344 (act. 24), p. 345 (act. Adesso tocca a te!), p. 347 (act. 30, 33), p. 357 (act. 50, 53), p. 358 (act. CF 1-5), p. 360 (act. 5, 7), p. 361 (act. 12), p. 362 (act. 13), p. 363 (act. 14), p. 364 (act. 18), p. 366 (act. 26), p. 368 (act. 32, 34), p. 369 (act. 37), p. 379 (act. 55, 57), p. 380 (act. CF 1-3), p. 382 (act. 5, 6), p. 384 (act. 16), p. 385 (act. 21, Adesso tocca a te!), p. 388 (act. 32), p. 390 (act. 43), p. 391 (act. 45, 46), p. 401 (act. 66, 68), p. 402 (act. CF1, CF2)

CULTURES STANDARD 2: CULTURAL PRODUCTS, PRACTICES, AND PERSPECTIVES

WL.CL2

To interact with cultural competence, students demonstrate understanding and use the target language to investigate, explain, and reflect on the relationships among the products cultures produce, the practices cultures manifest, and the perspectives that underlie them.

p. 49 (act. 58-60), p. 97 (act. 51-53), p. 106 (act. 23), p. 121 (act. 57), p. 125 (act. 6), p. 132 (act. 23), p. 135 (act. 29), p. 147 (act. 52, 53), p. 149 (act. 1), p. 150 (act. 4), p. 152 (act. 8), p. 154 (act. 12), p. 171 (act. 52), p. 175 (act. 5), p. 178 (act. 10), p. 180 (act. 15), p. 183 (act. 22), p. 186 (act. 27, 28, 29), p. 196, p. 197 (act. 51, 54), p. 242-243 (act. 57), p. 245 (act. 1), p. 267 (act. 56, 59), p. 313 (act. 51-53), p. 335 (act. 56), p. 346 (act. 28, 29), p. 357 (act. 50, 53), p. 379 (act. 56)

CULTURES STANDARD 3: CULTURAL COMPARISONS

WL.CL3

To interact with cultural competence, students use the target language to investigate, explain, and reflect on the nature of culture through comparisons of similarities and differences in the target cultures and the culture(s) they know.

p. 32 (act. 14), p. 39 (act. 36), p. 73 (act. 53), p. 97 (act. 54), p. 100 (act. 4), p. 121 (act. 57, 59), p. 127 (act. Adesso tocca a te, a, b), p. 130 (act. 19), p. 133 (act. 25), p. 179 (act. 14), p. 201 (act. 5), p. 211 (act. 37), p. 221 (act. 61), p. 225 (act. 12), p. 241 (act. 54), p. 242-243 (act. 55), p. 279 (act. 27), p. 281 (act. 31, 33), p. 288 (act. 45), p. 313 (act. 54), p. 325 (act. 37), p. 347 (act. 30), p. 379 (act. 59), p. 382 (act. 6), p. 383 (act. 14), p. 384 (act. 17)

CULTURES STANDARD 4: INTERCULTURAL INFLUENCES

WL.CL4

To interact with intercultural competence, students demonstrate understanding and use the target language to investigate how cultures influence each other over time.

p. 268 (act. CF: Preparare una presentazione per confrontare il design di varie epoche), p. 281 (act. 33), p. 291 (act. 54), p. 292 (act. CF: Preparare la presentazione di una decada della moda nel tuo Paese), p. 335 (act. 58)

THE CONNECTIONS STANDARDS

CONNECTION STANDARD 1: CONNECTIONS TO OTHER DISCIPLINES

WL.CN1

To function in real-world situations, academic, and career-related settings, students build, reinforce, and expand their knowledge of other disciplines using the target language to develop critical thinking and solve problems.

p. 97 (act. 54), p. 121 (act. 59), p. 130 (act. 16), p. 137 (act. 32-35), p. 147 (act. 55), p. 174 (act. 4), p. 336 (act. CF: Immaginare e presentare una società del futuro funzionale e sana), p. 339 (act. 6), p. 342 (act. 18), p. 347 (act. 33), p. 346 (act. 28, 29), p. 357 (act. 50), p. 357 (act. 53), p. 382 (act. 4-7), p. 383 (act. 10, 14, 15a, 15b), p. 384 (act. 16, 17, 20), p. 385 (act. 21, 23), p. 386 (act. 26), p. 387 (act. 29, 31), p. 388 (act. 32), p. 389 (act. 40, 40a, 40b, 40c), p. 390 (act. 43), p. 391 (act. 45, 46), p. 401 (act. 66, 68)

CONNECTION STANDARD 2: DIVERSE PERSPECTIVES AND DISTINCTIVE VIEWPOINTS

WL.CN2

To function in real-world situations in academic and career-related settings, students access and evaluate information and diverse perspectives that are readily or only available through the language and its cultures.

p. 22 (act. 4), p. 49 (act. 58), p. 73 (act. 53, 54), p. 77 (act. 6), p. 97 (act. 51), p. 100 (act. 4), p. 104 (act. 15), p. 121 (act. 57), p. 125 (act. 6), p. 132 (act. 23), p. 135 (act. 29a-c), p. 147 (act. 56), p. 148 (act. CF1, CF2), p. 152 (act. 8), p. 154 (act. 12), p. 171 (act. 52), p. 174 (act. 4), p. 175 (act. 5), p. 183 (act. 22), p. 186 (act. 27), p. 197 (act. 51, 54), p. 336 (act. CF: Immaginare e presentare una società del futuro funzionale e sana), p. 360 (act. 5), p. 382 (act. 6), p. 383 (act. 12), p. 384 (act. 17), p. 387 (act. 29), p. 401 (act. 67)