



# DAVVERO 2

**LEVEL:** INTERMEDIATE LOW TO INTERMEDIATE MID

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. 5, 6), p. 23 (act. 11), p. 24 (act. 13, 14), p. 25 (act. 21), p. 26 (act. 24), p. 27 (act. 25, 26, 28, 29), p. 28 (act. 32, 33, 34, 36, 37), p. 30 (act. 40), p. 31 (act. 46-47), p. 39 (act. 1-2), p. 40 (act. 4-6), p. 41 (act. 10), p. 42 (act. 15), p. 43 (act. 16, 18-21), p. 44 (act. 24), p. 45 (act. 29, 31), p. 46 (act. 36, 37), p. 48 (act. 44), p. 49 (act. 45, 47, 48), p. 55 (act. 64, 65, 68), p. 57 (act. act. Approfondimenti, Fase 1-2), p. 59 (act. 1, 2), p. 60 (act. 5, 7, 9), p. 61 (act. 10, 11), p. 62 (act. 15-17), p. 63 (act. 18), p. 64 (act. 23), p. 65 (act. 25, 27, 29), p. 66 (act. 32, 33), p. 69 (act. 44, 46), p. 75 (act. 7-9), p. 77 (act. 1-2), p. 78 (act. 4), p. 79 (act. 5, 11), p. 80 (act. 14), p. 81 (act. 17), p. 82 (act. 22), p. 83 (act. 23, 25, 26), p. 84 (act. 30, 35, 36), p. 93 (act. 58-60), p. 95 (act. Approfondimenti Fase 1-2), p. 97 (act. 1, 2), p. 98 (act. 4-6), p. 99 (act. 9, 14), p. 100 (act. 16-17, 20, 21), p. 101 (act. 24), p. 102 (act. 29, 31), p. 103 (act. 34-36), p. 104 (act. 37), p. 113 (act. 65, 66), p. 115 (act. 1, 2), p. 116 (act. 6), p. 117 (act. 14, 15), p. 118 (act. 17), p. 119 (act. 18, 19, 24), p. 120 (act. 26, 27), p. 121 (act. 30), p. 122 (act. 33, 34), p. 131 (act. 57, 58, 59), p. 133 (act. Approfondimenti Fase 2-3), p. 135 (act. 1, 2), p. 136 (act. 5), p. 137 (act. 8-10), p. 138 (act. 14), p. 139 (act. 15, 18, 19), p. 141 (act. 21), p. 141 (act. 26-28), p. 142 (act. 29-31), p. 144 (act. 34, 35), p. 145 (act. 41), p. 151 (act. 54-57), p. 153 (act. 1, 2), p. 154 (act. 4, 5), p. 155 (act. 8, 11, 12), p. 156 (act. 15), p. 157 (act. 16, 17), p. 158 (act. 24), p. 159 (act. 29, 30), p. 160 (act. 32, 33), p. 162 (act. 37), p. 169 (act. 57, 60), p. 171 (act. Approfondimenti Fase 1-2), p. 173 (act. 1, 2), p. 174 (act. 5), p. 175 (act. 10, 12), p. 176 (act. 14), p. 177 (act. 19), p. 178 (act. 24), p. 179 (act. 28, 29), p. 180 (act. 32-34, 36), p. 182 (act. 38, 40), p. 183 (act. 44), p. 189 (act. 63, 65), p. 189 (act. 65), p. 191 (act. Approfondimenti Fase 2), p. 193 (act. 1, 2), p. 194 (act. 5), p. 195 (act. 11), p. 196 (act. 14), p. 197 (act. 19), p. 198 (act. 23), p. 199 (act. 26, 27), p. 200 (act. 30, 31, 33), p. 209 (act. 56, 57), p. 211 (act. 1, 2), p. 212

(act. 5), p. 213 (act. 6, 9-11), p. 214 (act. 13, 14), p. 215 (act. 19, 21), pp. 216-217 (act. 24), p. 217 (act. 28), p. 218 (act. 30, 31), p. 227 (act. 54, 55), p. 229 (act. Approfondimenti Fase 1-3), p. 231 (act. 1, 2), p. 232 (act. 5, 7), p. 233 (act. 9), p. 234 (act. 13, 14), p. 235 (act. 19), p. 236 (act. 23, 24), p. 237 (act. 28), p. 238 (act. 30, 31), p. 247 (act. 59, 60), p. 249 (act. 1, 2), p. 250 (act. 5, 8), pp. 250-251 (act. 9), p. 251 (act. 12), p. 252 (act. 13), p. 253 (act. 14-16), p. 254 (act. 22, 23), p. 255 (act. 24, 25, 26), p. 256 (act. 28, 29), p. 265 (act. 54, 55), p. 267 (act. Approfondimenti Fase 2-3), p. 267 (act. Approfondimenti Fase 2), p. 269 (act. 1-3), p. 270 (act. 5), p. 271 (act. 10), p. 272 (act. 12-14), p. 273 (act. 15, 19), p. 274 (act. 20, 23), p. 275 (act. 28), p. 276 (act. 31, 32, 35, 36), p. 285 (act. 59-61), p. 287 (act. 1, 2), p. 288 (act. 5), p. 289 (act. 11, 12), p. 290 (act. 14, 16, 17), p. 291 (act. 20, 21), p. 292 (act. 25, 26), p. 293 (act. 30), p. 294 (act. 33, 34), p. 296 (act. 39, 42), p. 303 (act. 61), p. 305 (act. Approfondimenti Fase 1, 2), p. 307 (act. 1, 2), p. 308 (act. 4, 5), p. 309 (act. 10, 11), p. 310 (act. 14), p. 311 (act. 18), p. 312 (act. 22), p. 313 (act. 24, 27), p. 314 (act. 28, 29, 32), p. 323 (act. 58), p. 325 (act. 1, 2), p. 326 (act. 5, 6), p. 327 (act. 11), p. 328 (act. 16-17, 19), p. 329 (act. 20), p. 330 (act. 26), p. 331 (act. 30, 32), p. 332 (act. 35-36, 38), p. 334 (act. 44), p. 335 (act. 46), p. 341 (act. 57, 58), p. 343 (act. Approfondimenti, Fase 2-3), p. 345 (act. 1, 2), p. 346 (act. 5), p. 347 (act. 12), p. 348 (act. 15), p. 349 (act. 17, 19, 23), p. 340 (act. 24, 25), p. 351 (act. 26, 29), p. 352 (act. 31, 32), p. 361 (act. 60, 61), p. 363 (act. Approfondimenti Fase 1)

## 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. 1, 3), p. 22 (act. 4-6), p. 23 (act. 7-12, Adesso tocca a te!), p. 24 (act. 13-15), p. 25 (act. 16-20, 22, Adesso tocca a te!), p. 26 (act. 23, 24), p. 27 (act. 26, 27, 29-31, Adesso tocca a te!), p. 28 (act. 32, 35-37), p. 37 (act. 57-61), p. 38 (act. CF: Preparare un test di personalità per l'insegnante; Elaborare una playlist per un momento della giornata), p. 39 (act. 1, 3), p. 40 (act. 6-8), p. 41 (act. 9-12, Adesso tocca a te!), p. 42 (act. 13-15), p. 43 (act. 16, 17, 20, 22, Adesso tocca a te!), p. 44 (act. 23-28), p. 45 (act. 29, 30, 32, 33, Adesso tocca a te!), p. 46 (act. 34-36, 38-40), p. 55 (act. 62, 63, 65-67), p. 56 (act. CF: Elaborare un volantino per promuovere un'attività fisica; Raccontare la storia di uno/a sportivo/a), p. 57 (act. Approfondimenti, Fase 1-3), p. 59 (act. 1, 3), p. 60 (act. 4, 6, 8), p. 61 (act. 10-13, Adesso tocca a te!), p. 62 (act. 14, 17), p. 63 (act. 18-21), p. 64 (act. 22), p. 65 (act. 24-26, 28, 30, 31, Adesso tocca a te!), p. 66 (act. 34-37), p. 75 (act. 56, 58, 61), p. 76 (act. CF: Presentare un progetto di recupero; Creare un oggetto con materiale riciclato), p. 77 (act. 1, 2), p. 78 (act. 3, 4), p. 79 (act. 6-10, 12, Adesso tocca a te!), p. 80 (act. 13, 14), p. 81 (act. 15, 16, 18-20, Adesso tocca a te!), p. 82 (act. 21, 22), p. 83 (act. 24, 25, 27-29, Adesso tocca a te!), p. 84 (act. 31, 33-35, 37), p. 93 (act. 57-61), p. 94 (act. CF: Proporre un progetto di domotica per la classe; Redigere una notizia di argomento scientifico), p. 95 (act. Approfondimenti Fase 1, 3), p. 97 (act. 1, 3), p. 98 (act. 4, 6-8), p. 99 (act. 9-14, Adesso tocca a te!), p. 100 (act. 15-22), p. 101 (act. 23-27, Adesso tocca a te!), p. 102 (act. 28, 29, 30, 32, 33), p. 103 (act. 34,

Adesso tocca a te!), p. 104 (act. 38-41), p. 113 (act. 65, 67, 68), p. 114 (act. CF: Partecipare a un recruiting day; Redigere una lettera di motivazione), p. 115 (act. 1, 3), p. 116 (act. 4, 5, 6), p. 117 (act. 7-15, Adesso tocca a te!), p. 118 (act. 16), p. 119 (act. 18-24, Adesso tocca a te!), p. 120 (act. 25, 27, 28), p. 121 (act. 29, 31, 32, Adesso tocca a te!), p. 122 (act. 33, 35, 36), p. 131 (act. 56-58, 60), p. 132 (act. F: Scrivere un mini poema a più mani; Scrivere la cronistoria di un'epoca importante del proprio Paese), p. 133 (act. Approfondimenti Fase 1-4), p. 135 (act. 1, 3), p. 136 (act. 4, 5), p. 137 (act. 6, 7, 9-12, Adesso tocca a te!), p. 138 (act. 13, 14), p. 139 (act. 15-17, 19, Adesso tocca a te!), p. 140 (act. 20), p. 141 (act. 22-28, Adesso tocca a te!), p. 142 (act. 29, 32), p. 151 (act. 53, 55-58), p. 152 (act. CF: Organizzare un itinerario di viaggio in Italia; Descrivere un sito d' interesse), p. 153 (act. 1, 3), p. 154 (act. 4-7), p. 155 (act. 9, 10, 13, Adesso tocca a te!), p. 156 (act. 14), p. 157 (act. 17-22, Adesso tocca a te!), p. 158 (act. 23, 24), p. 159 (act. 25-28, 31, Adesso tocca a te!), p. 160 (act. 34-36), p. 169 (act. 56, 58-59, 61-62), p. 170 (act. CF: Preparare un programma culturale per la classe; Scrivere la trama comen-tata di un libro o di un film), p. 171 (act. Approfondimenti Fase 1-3), p. 173 (act. 1, 3), p. 174 (act. 4, 5), p. 175 (act. 6-12, Adesso tocca a te!), p. 176 (act. 13, 14, 15), p. 177 (act. 16-18, 20-22, Adesso tocca a te!), p. 178 (act. 23, 24), p. 179 (act. 25-31, Adesso tocca a te!), p. 180 (act. 34, 35, 37), p. 189 (act. 62, 63, 64, 66), p. 190 (act. CF: Creare un evento gastronomico dedicato a una regione italiana; Scrivere la ricetta di una tua specialità), p. 191 (act. Approfondimenti Fase 1-4), p. 193 (act. 1, 3), p. 194 (act. 4-6), p. 195 (act. 7-10, 12, Adesso tocca a te!), p. 196 (act. 13, 14, 15), p. 197 (act. 16-18, 20, Adesso tocca a te!), p. 198 (act. 22, 23), p. 199 (act. 24-29, Adesso tocca a te!), p. 200 (act. 32-35), p. 209 (act. 56, 58-60), p. 210 (act. CF: Proporre una filosofia di vita alternativa; Organizzare il proprio anno sabbatico), p. 211 (act. 1, 3), p. 212 (act. 4, 5), p. 213 (act. 7, 8, 12, Adesso tocca a te!), p. 214 (act. 13-17), p. 215 (act. 18-22, Adesso tocca a te!), p. 216 (act. 23), p. 217 (act. 25, 26, 27, 29), p. 218 (act. 32, 33), p. 227 (act. 53, 56, 57), p. 228 (act. CF: Fare una proposta per modernizzare una tradizione; Scrivere un articolo di opinione su un'opera architettonica contemporanea), p. 229 (act. Approfondimenti Fase 1-4), p. 231 (act. 1, 3), p. 232 (act. 4-7), p. 233 (act. 8-12, Adesso tocca a te!), p. 234 (act. 13, 14), p. 235 (act. 15-21, Adesso tocca a te!), p. 236 (act. 22-25), p. 237 (act. 26-29, Adesso tocca a te!), p. 238 (act. 32, 33), p. 247 (act. 58-61), p. 248 (act. CF: Redigere un manifesto contro il sessismo; Creare e sostenere una campagna di sensibilizzazione), p. 249 (act. 1, 3, 4), p. 250 (act. 6, 7), p. 251 (act. 10-12, Adesso tocca a te!), p. 252 (act. 13), p. 253 (act. 14, 15, 17-19, Adesso tocca a te!), p. 254 (act. 20-23), p. 255 (act. 25-27), p. 256 (act. 30, 31), p. 265 (act. 53, 55-57), p. 266 (act. CF: Realizzare un progetto per una mostra sul tema dell'identità; Raccontare una storia di

integrazione), p. 267 (act. Approfondimenti Fase 1-4), p. 269 (act. 1-3), p. 270 (act. 4, 5), p. 271 (act. 6-11, Adesso tocca a te!), p. 272 (act. 13, 14), p. 273 (act. 15-19, Adesso tocca a te!), p. 274 (act. 20-22, 24-26), p. 275 (act. 27-30, Adesso tocca a te!), p. 276 (act. 31, 33, 34, 37), p. 285 (act. 58, 60-62), p. 286 (act. CF: Partecipare a una riunione di un'associazione di consumatori; Redigere un testo argomentativo su pro e contro dell'era 2.0), p. 287 (act. 1, 3), p. 288 (act. 4, 5), p. 289 (act. 6-10, 13, Adesso tocca a te!), p. 290 (act. 15-19), p. 291 (act. 20-24, Adesso tocca a te!), p. 292 (act. 25-29), p. 293 (act. 30-32, Adesso tocca a te!), p. 294 (act. 35, 36, 37), p. 303 (act. 60-63), p. 304 (act. CF: Elaborare un "Lo sapevi che...?" su mentalità e comportamenti green; Preparare un TED Talk su un'iniziativa sostenibile), p. 305 (act. Approfondimenti Fase 1-3), p. 307 (act. 1, 3), p. 308 (act. 4, 5), p. 309 (act. 6-9, 12, Adesso tocca a te!), p. 310 (act. 13, 14), p. 311 (act. 15-20, Adesso tocca a te!), p. 312 (act. 21, 22), p. 313 (act. 23, 25, 26, 27, Adesso tocca a te!), p. 314 (act. 28, 30-34), p. 323 (act. 56, 57, 59, 60), p. 324 (act. CF: Realizzare un reportage "Sulle tracce di..."; Raccontare la storia di un ristorante in cui si fondono diverse tradizioni culinarie), p. 325 (act. 1, 3), p. 326 (act. 4, 7-10), p. 327 (act. 11-14), p. 328 (act. 15, 18, 19), p. 329 (act. 21-24, Adesso tocca a te!), p. 330 (act. 25, 27, 28, 29), p. 331 (act. 30, 31, 33, 34, Adesso tocca a te!), p. 332 (act. 37-39), p. 341 (act. 59-61), p. 342 (act. CF: Scrivere e rappresentare una scena teatrale; Ideare la striscia di un fumetto per un concorso), p. 343 (act. Approfondimenti, Fase 1-4), p. 345 (act. 1, 3), p. 346 (act. 4, 5), p. 347 (act. 6-11, 13, Adesso tocca a te!), p. 348 (act. 15), p. 349 (act. 18-23, Adesso tocca a te!), p. 340 (act. 24, 25), p. 351 (act. 26-28, 30, Adesso tocca a te!), p. 352 (act. 33-36), p. 361 (act. 59, 62, 63, 64), p. 362 (act. CF: Creare uno spot per trasmettere dei modelli sociali realistici, CF: Scrivere una poesia), p. 363 (act. Approfondimenti, Fase 1-3)

### 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. 38 (act. CF: Preparare un test di personalità per l'insegnante), p. 55 (act. 68), p. 56 (act. CF: Elaborare un volantino per promuovere un'attività fisica; Raccontare la storia di uno/a sportivo/a), p. 57 (act. Approfondimenti, Fase 3), p. 63 (act. Adesso tocca a te!), p. 66 (act. 36, 37), p. 75 (act. 61), p. 76 (act. CF: Presentare un progetto di recupero), p. 94 (act. CF: Proporre un progetto di domotica per la classe), p. 95 (act. Approfondimenti Fase 3), p. 99 (act. Adesso tocca a te!), p. 113 (act. 68), p. 114 (act. CF: Partecipare a un recruiting day), p. 117 (act. Adesso tocca a te!), p. 119 (act. 23, Adesso tocca a te!), p. 122 (act. 37), p. 132 (act. CF: Scrivere un mini-poema a più mani; Scrivere la cronistoria di un'epoca importante), p. 133 (act. Approfondimenti Fase 4), p. 139 (act. Adesso tocca a te!), p. 142 (act. 33), p. 152 (act. CF: Organizzare un itinerario di viaggio in Italia; Descrivere un sito d'interesse), p. 169 (act. 62), p. 171 (act. Approfondimenti Fase 3), p. 175 (act. Adesso tocca a te!), p. 189 (act. 66), p. 190 (act. CF: Creare un evento gastronomico), p. 191 (act. Approfondimenti

Fase 4), p. 195 (act. Adesso tocca a te!), p. 197 (act. Adesso tocca a te!), p. 210 (act. CF: Organizzare il proprio anno sabbatico), p. 213 (act. 12), p. 217 (act. Adesso tocca a te!), p. 218 (act. 34), p. 227 (act. 57), p. 228 (act. CF: Fare una proposta per modernizzare una tradizione), p. 229 (act. Approfondimenti Fase 4), p. 233 (act. Adesso tocca a te!), p. 248 (act. CF: Creare e sostenere una campagna di sensibilizzazione per il rispetto degli animali), p. 251 (act. Adesso tocca a te!), 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. 286 (act. CF: Partecipare a una riunione di un'associazione di consumatori), p. 293 (act. Adesso tocca a te!), p. 294 (act. 37), p. 304 (act. CF: Preparare un TED Talk su un'iniziativa sostenibile), p. 305 (act. Approfondimenti Fase 3), p. 311 (act. 17), p. 313 (act. Adesso tocca a te!), p. 323 (act. 59-60), p. 324 (act. CF: Realizzare un reportage "Sulle tracce di..."), p. 327 (act. 13, Adesso tocca a te!), p. 329 (act. Adesso tocca a te!), p. 331 (act. Adesso tocca a te!), p. 332 (act. 39), p. 341 (act. 61), p. 342 (act. CF: Scrivere e rappresentare una scena teatrale, CF: Ideare la striscia di un fumetto per un concorso), p. 343 (act. Approfondimenti, Fase 4), p. 351 (act. Adesso tocca a te!), p. 352 (act. 35), p. 361 (act. 64), p. 362 (act. CF: Creare uno spot per trasmettere dei modelli sociali rea-listici), p. 363 (act. Approfondimenti Fase 3)

#### 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. 38 (act. CF: Preparare un test di personalità per l'insegnante; Elaborare una playlist per un momento della giornata), p. 56 (act. CF: Elaborare un volantino per promuovere un'attività fisica), p. 57 (act. act. Approfondimenti, Fase 1-3), p. 76 (act. CF: Presentare un progetto di recupero), p. 94 (act. CF: Proporre un progetto di do-motica per la classe; Redigere una notizia di argomento scientifico), p. 103 (act. Adesso tocca a te!), p. 114 (act. CF: Partecipare a un recruiting day; Redigere una lettera di motivazione), p. 132 (act. CF: Scrivere un mini poema a più mani; Scrivere la cronistoria di un'epoca importante del proprio Paese), p. 133 (act. Approfondimenti Fase 1-4), p. 152 (act. CF: Organizzare un itinerario di viaggio in Italia; Descrivere un sito d'interesse), p. 159 (act. 31, Adesso tocca a te!), p. 160 (act. 32), p. 170 (act. CF: Preparare un programma culturale per la classe; Scrivere la trama commentata di un libro o di un film), p. 171 (act. Approfondimenti Fase 1-3), p. 179 (act. 26, 31, Adesso tocca a te!), p. 180 (act. 35, 37), p. 190 (act. CF: Creare un evento gastronomico dedicato a una regione italiana), p. 210 (act. CF: Organizzare il proprio anno sabbatico; proporre una filosofia di vita alternativa), p. 213 (act. Adesso tocca a te!), p. 215 (act. Adesso tocca a te!), p. 228 (act. CF: Fare una proposta per modernizzare una tradizione; Scrivere un articolo di opinione su un'opera architettonica contemporanea), p. 229 (act. Approfondimenti Fase 1-4), p. 237 (act. 27), p. 238 (act. 33), p. 248 (act. CF: Redigere un manifesto contro il sessismo; Creare e sostenere una campagna di sensibilizzazione per il

rispetto degli animali), p. 253 (act. Adesso tocca a te!), p. 255 (act. Adesso tocca a te!), p. 256 (act. 30), p. 265 (act. 56), p. 266 (act. CF: Realizzare un progetto per una mostra sul tema dell'identità; Raccontare una storia di integrazione), p. 267 (act. Approfondimenti Fase 1-4), p. 271 (act. Adesso tocca a te!), p. 273 (act. 18, 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 a pro e contro dell'era 2.0), p. 288 (act. 4), p. 289 (act. 10, Adesso tocca a te!), p. 290 (act. 19), p. 304 (act. CF: Elaborare un "Lo sapevi che...?" su mentalità e comportamenti green; Preparare un TED Talk su un'iniziativa sostenibile), p. 305 (act. Approfondimenti Fase 1-3), p. 324 (act. CF: Raccontare la storia di un ristorante in cui si fondono diverse tradizioni culinarie; Realizzare un reportage "Sulle tracce di..."), p. 326 (act. 4), p. 328 (act. 15), p. 329 (act. Adesso tocca a te!), p. 330 (act. 25), p. 331 (act. Adesso tocca a te!), p. 332 (act. 38, 39), p. 341 (act. 57, 60), p. 342 (act. CF: Scrivere e rappresentare una scena teatrale; Ideare la striscia di un fumetto per un concorso), p. 343 (act. Approfondimenti, Fase 1-4), p. 348 (act. 14), p. 351 (act. 30), p. 362 (act. CF: Creare uno spot per trasmettere dei modelli sociali realistici; Scrivere una poesia), p. 363 (act. Approfondimenti Fase 1-3)

## 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. 27 (act. 29), p. 30 (act. 38-43), p. 31 (act. 44-47), p. 34 (act. 48-53), p. 35 (act. 54, 55, 56), p. 48 (act. 41-44), p. 49 (act. 45-48), p. 51 (act. 49, 50, 51), p. 52 (act. 52-58), p. 53 (act. 59, 60, 61), p. 68 (act. 38-42), p. 69 (act. 43-46), p. 72 (act. 47-52), p. 73 (act. 53, 54, 55), p. 79 (act. 6), p. 84 (act. 34), p. 86 (act. 38-42), p. 87 (act. 43-45), p. 89 (act. 46, 47), p. 90 (act. 48-53), p. 91 (act. 54-56), p. 104 (act. 39), p. 106 (act. 42-47), p. 107 (act. 48-52), p. 109 (act. 53-56), p. 110 (act. 57-61), p. 111 (act. 62-64), p. 119 (act. 18), p. 124 (act. 38-42), p. 125 (act. 43-46), p. 128 (act. 47-52), p. 129 (act. 53-55), p. 137 (act. 7), p. 139 (act. 16, 17), p. 141 (act. 22, 24-28), p. 144 (act. 34-37), p. 145 (act. 38-41), p. 147 (act. 42-44), p. 148 (act. 45-49), p. 149 (act. 50-52), p. 157 (act. 18-20), p. 159 (act. 27, 28), p. 162 (act. 37-41), p. 163 (act. 42-45), p. 165 (act. 46, 47), p. 166 (act. 48-52), p. 167 (act. 53-55), p. 175 (act. 6, 7, 9-11), p. 177 (act. 16, 17, 20, 21), p. 179 (act. 27, 30), p. 180 (act. 36), p. 182 (act. 38-43), p. 183 (act. 44-46), p. 185 (act. 47-50), p. 186 (act. 51-58), p. 187 (act. 59-61), p. 195 (act. 7-9), p. 197 (act. 16, 17, 18), p. 199 (act. 25, 26, 28), p. 200 (act. 33), p. 202 (act. 36-40), p. 203 (act. 41-43), p. 205 (act. 44, 45, 46), p. 206 (act. 47-52), p. 207 (act. 53-55), p. 209 (act. 58), p. 213 (act. 7), p. 214 (act. 17), p. 215 (act. 22), p. 217 (act. 26, 27), p. 218 (act. 32), p. 220 (act. 35-39), p. 221 (act. 40-43), p. 224 (act. 44-49), p. 225 (act. 50-52), p. 233 (act. 10, 11), p. 235 (act. 17, 20, 21), p. 236 (act. 25), p. 237 (act. 26), p. 240 (act. 34-40), p. 241 (act. 41-44), p. 243 (act. 45-47), p. 244 (act. 48-54), p. 245 (act. 56, 57), p. 253 (act. 15, 18, 19), p. 254 (act. 22), p. 258 (act. 32-37), p. 259 (act. 38-40),

p. 261 (act. 41-43), p. 262 (act. 44-49), p. 263 (act. 50-52), p. 265 (act. 55), p. 271 (act. 6, 7, 9, 11), p. 273 (act. 16, 17), p. 274 (act. 22), p. 275 (act. 29-30), p. 278 (act. 38-43), p. 279 (act. 45-48), p. 282 (act. 49-54), p. 283 (act. 55-57), p. 289 (act. 7-9), p. 290 (act. 15, 18), p. 291 (act. 21-23), p. 293 (act. 31), p. 296 (act. 38-43), p. 297 (act. 44-47), p. 299 (act. 48-50), p. 300 (act. 51-56), p. 301 (act. 57-59), p. 307 (act. 3), p. 308 (act. 5), p. 309 (act. 7-9, 12), p. 311 (act. 16, 19, 20), p. 313 (act. 23, 25), p. 314 (act. 33), p. 316 (act. 35-41), p. 317 (act. 42-46), p. 320 (act. 47-52), p. 321 (act. 53, 54, 55), p. 326 (act. 9), p. 327 (act. 12, 14), p. 329 (act. 21-23), p. 331 (act. 30, 31, 33), p. 332 (act. 37), p. 334 (act. 40-45), p. 335 (act. 46-48), p. 337 (act. 49, 50), p. 338 (act. 51-54), p. 339 (act. 55, 56), p. 341 (act. 59), p. 347 (act. 7-11), p. 349 (act. 20, 21), p. 351 (act. 27, 28), p. 354 (act. 37-41), p. 355 (act. 43-47), p. 357 (act. 48-50), p. 358 (act. 51-55), p. 359 (act. 56-58)

## 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. 25 (act. 16, 17), p. 31 (act. 45), p. 41 (act. 9), p. 44 (act. 25), p. 45 (act. 30, 32), p. 49 (act. 48), p. 61 (act. 13), p. 69 (act. 46), p. 79 (act. 8), p. 83 (act. 29), p. 87 (act. 45), p. 98 (act. 7), p. 100 (act. 19), p. 107 (act. 51, 52), p. 117 (act. 10), p. 119 (act. 20), p. 120 (act. 27), p. 125 (act. 46), p. 141 (act. 26), p. 145 (act. 41), p. 154 (act. 6), p. 157 (act. 21-22), p. 159 (act. 26, 28), p. 162 (act. 39), p. 163 (act. 44), p. 175 (act. 7), p. 177 (act. 17), p. 179 (act. 30), p. 183 (act. 46), p. 195 (act. 9), p. 203 (act. 43), p. 221 (act. 43), p. 241 (act. 44), p. 259 (act. 40), p. 267 (act. Approfondimenti Fase 3), p. 269 (act. 2), p. 273 (act. 17), p. 274 (act. 21, 26), p. 279 (act. 46), p. 297 (act. 47), p. 314 (act. 33), p. 317 (act. 45, 46), p. 335 (act. 48), p. 347 (act. 10, 11), p. 355 (act. 47)

## THE CULTURE STANDARDS

### CULTURES STANDARD 1: CULTURALLY APPROPRIATE INTERACTION

WL.CL1

Students interact with cultural competence and understanding.

p. 25 (act. 20, 22, Adesso tocca a te!), p. 27 (act. 31), p. 65 (act. 31), p. 79 (act. 12), p. 100 (act. 22), p. 103 (act. A-desso tocca a te!), p. 113 (act. 67, 68), p. 114 (act. CF: Partecipare a un recruiting day; Redigere una lettera di motivazione), p. 122 (act. 37), p. 132 (act. CF: Scrivere la cronistoria di un'epoca importante del proprio Paese), p. 133 (act. Approfondimenti Fase 4), p. 137 (act. 12), p. 139 (act. Adesso tocca a te!), p. 142 (act. 33), p. 152 (act. CF: Orga-nizzare un itinerario di viaggio in Italia), p. 159 (act. 31), p. 160 (act. 35), p. 170 (act. CF: Preparare un pro-gramma culturale per la classe), p. 171 (act. Approfondimenti Fase 3), p. 179 (act. 31), p. 180 (act. 35), p. 190 (act. CF: Creare un evento gastronomico dedicato a una regione italiana), p. 191 (act. Approfondimenti Fase 4), p. 194 (act. 6), p. 200 (act. 34), p. 228 (act. CF: Fare una proposta per moderni-zzare una tradizione), p. 229 (act. Approfondimenti Fase 4), p. 235 (act. 15, 18), p. 267 (act. Approfondimenti Fase 4), p. 286 (act. CF: Partecipare a

una riunione di un'associazione di consumatori), p. 270 (act. 5), p. 293 (act. 32), p. 304 (act. CF: Preparare un TED Talk su un'iniziativa sostenibile), p. 311 (act. Adesso tocca a te!), p. 313 (act. 26), p. 314 (act. 30, 33, 34), p. 323 (act. 59), p. 324 (act. CF Realizzare un reportage "Sulle tracce di..."), p. 332 (act. 38, 39), p. 348 (act. 14, 15), p. 349 (act. 18, 23)

## 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. 23 (act. Adesso tocca a te!), p. 24 (act. 13, 15), p. 25 (act. 22), p. 26 (act. 24), p. 27 (act. 25), p. 28 (act. 34), pp. 36-37 (act. 58, 59, 60), p. 44 (act. 23), p. 45 (act. 30), p. 46 (act. 35), p. 48 (act. 41), pp. 54-55 (act. 62, 64-68), p. 60 (act. 4, 6), p. 62 (act. 14, 16), p. 63 (act. 18, 21), p. 64 (act. 22, 23), p. 66 (act. 36), p. 69 (act. 44), pp. 74-75 (act. 56, 58, 59), p. 93 (act. 60), p. 95 (act. Approfondimenti Fase 2), p. 98 (act. 4), p. 100 (act. 15, 16), p. 101 (act. 23), p. 104 (act. 37, 40), p. 113 (act. 65), pp. 112-113 (act. 66), p. 114 (act. CF: Redigere una lettera di motivazione), p. 115 (act. 1), p. 116 (act. 5-6), p. 117 (act. 12), p. 118 (act. 17), p. 119 (act. 23, 24), p. 120 (act. 26), p. 122 (act. 33), pp. 130-131 (act. 55, 56), p. 137 (act. 10), p. 138 (act. 14), p. 139 (act. 15, Adesso tocca a te!), pp. 140-141 (act. 21), p. 142 (act. 33), p. 151 (act. 55, 56), p. 151 (act. 53, CF: Organizzare un itinerario), p. 153 (act. 1), p. 154 (act. 6, 7), p. 155 (act. 8, 11), p. 156 (act. 14, 15), p. 157 (act. Adesso tocca a te!), p. 158 (act. 24), p. 160 (act. 34), p. 169 (act. 60), p. 171 (act. Approfondimenti Fase 3), p. 174 (act. 5), p. 178 (act. 23, 24), p. 179 (act. 28, 29), pp. 188-189 (act. 63), p. 190 (act. CF: Creare un evento gastronomico), p. 191 (act. Approfondimenti Fase 3), p. 194 (act. 5), pp. 208-209 (act. 56, 57), p. 212 (act. 4, 5), p. 213 (act. 9), p. 214 (act. 14), p. 215 (act. 19), p. 216 (act. 23), pp. 216-217 (act. 24), p. 217 (act. 28, 29), p. 232 (act. 4, 5), p. 233 (act. 9), p. 235 (act. 19, Adesso tocca a te!), p. 236 (act. 22), p. 237 (act. 27), p. 238 (act. 32, 33), p. 252 (act. 13), p. 254 (act. 21, 23), p. 265 (act. 54), p. 267 (act. Approfondimenti, Fase 3), p. 274 (act. 20, 23), p. 275 (act. 27), p. 285 (act. 58, 60), p. 290 (act. 17, 19), p. 292 (act. 25), p. 293 (act. 30), p. 303 (act. 61), p. 307 (act. 1), p. 308 (act. 5), p. 310 (act. 13, 14), p. 311 (act. 18), p. 312 (act. 21, 22), p. 313 (act. 24, 25, 27), p. 314 (act. 34), p. 316 (act. 39, 40), p. 323 (act. 56-60), p. 325 (act. 1), p. 326 (act. 4-6, 10), p. 327 (act. 11), p. 328 (act. 16, 19), p. 329 (act. 20), p. 330 (act. 25, 26), p. 331 (act. 30, 32, 34), p. 332 (act. 38), p. 335 (act. 46), p. 341 (act. 57, 61), p. 345 (act. 1), p. 348 (act. 14, 15), p. 349 (act. 18, 23), p. 352 (act. 31, 35), p. 361 (act. 59, 63, 64)

## 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. 37 (act. 60), p. 63 (act. 21, Adesso tocca a te!), p. 75 (act. 61), p. 98 (act. 4), p. 117 (act. Adesso tocca a te!), p. 119 (act. 24), p. 131 (act. 60), p. 132 (act. CF: Scrivere la cronistoria di un'epoca importante del proprio Paese), p. 151 (act. 54), p. 157 (act. Adesso tocca a te!), p. 175 (act. Adesso tocca a te!), p. 189 (act. 62, 64), p. 191 (act. Approfondimenti Fase 3), p. 194 (act. 6), p. 213 (act. 8, 9), p. 215 (act. Adesso tocca a te), p. 235 (act. 15),

p. 238 (act. 32), p. 253 (act. 14, Adesso tocca a te!), p. 254 (act. 21), p. 255 (act. Adesso tocca a te!), p. 265 (act. 57), p. 289 (act. 12, 13), p. 303 (act. 60), p. 309 (act. Adesso tocca a te!), p. 310 (act. 13), p. 311 (act. Adesso tocca a te!), p. 312 (act. 22), p. 313 (act. 26, Adesso tocca a te!), p. 320 (act. 49), p. 328 (act. 18), p. 348 (act. 14), p. 361 (act. 64)

#### 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. 75 (act. 61), p. 80 (act. 13, 14), 81 (act. Adesso tocca a te!), p. 95 (act. Approfondimenti Fase 3), p. 113 (act. 68), p. 117 (act. 12, Adesso tocca a te!), p. 122 (act. 37), p. 131 (act. 60), p. 132 (act. CF: Scrivere la cronistoria di un'epoca importante del proprio Paese), p. 171 (act. Approfondimenti Fase 3), p. 180 (act. 35), p. 189 (act. 66), p. 190 (act. CF: Creare un evento gastronomico dedicato a una regione italiana; Scrivere la ricetta di una tua specialità), p. 191 (act. Approfondimenti Fase 1, 3, 4), p. 213 (act. 8, 9), p. 228 (act. CF Fare una proposta per modernizzare una tradizione), p. 229 (act. Approfondimenti Fase 1, 4), p. 235 (act. 15), p. 238 (act. 32), p. 265 (act. 57), p. 267 (act. Approfondimenti Fase 1, 4), p. 310 (act. 13), p. 312 (act. 22), p. 314 (act. 33, 34), p. 323 (act. 60), p. 324 (act. CF: Realizzare un reportage "Sulle tracce di..."; Raccontare la storia di un ristorante in cui si fondono diverse tradizioni culinarie), p. 348 (act. 14)

#### 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. 40 (act. 4), p. 45 (act. 29), p. 55 (act. 67), p. 64 (act. 22), p. 80 (act. 13), p. 93 (act. 57), p. 95 (act. Approfondimenti Fase 1), p. 114 (act. CF: Partecipare a un recruiting day, Redigere una lettera di motivazione), p. 118 (act. 16, 17), p. 119 (act. 24), p. 122 (act. 33, 37), p. 131 (act. 56), p. 151 (act. 54), p. 152 (act. CF: Organizzare un itinerario di viaggio in Italia; Descrivere un sito d' interesse), p. 155 (act. 13), p. 156 (act. 14), p. 160 (act. 32), p. 169 (act. 57), p. 170 (act. CF: Scrivere la trama commentata di un libro o di un film), p. 171 (act. Approfondimenti Fase 1), p. 210 (act. CF: Organizzare il proprio anno sabbatico), p. 217 (act. 23), p. 229 (act. Approfondimenti Fase 1-3), p. 247 (act. 60), p. 276 (act. 31), p. 285 (act. 58, 59), p. 290 (act. 14, 19), p. 294 (act. 33), p. 303 (act. 60), p. 304 (act. CF: Preparare un TED Talk su un'iniziativa sostenibile), p. 308 (act. 5), p. 330 (act. 25, 26), p. 341 (act. 57, 58), p. 343 (act. Approfondimenti), p. 352 (act. 3)

## 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. 37 (act. 59), p. 55 (act. 66, 68), p. 56 (act. CF: Elaborare un volantino per promuovere un'attività fisica), p. 57 (act. Approfondimenti Fase 3), p. 65 (act. 24, Adesso tocca a te!), p. 75 (act. 56, 60), p. 80 (act. 10, 14), p. 93 (act. 58-60), p. 95 (act. Approfondimenti Fase 1, 2), p. 98 (act. 4, 6, 8), p. 99 (act. 14, Adesso tocca a te!), p. 100 (act. 16, 17, 20, 22), p. 101 (act. 24, 25, 27, Adesso tocca a te!), p. 102 (act. 28, 33), p. 103 (act. Adesso tocca a te!), p. 104 (act. 37, 38, 40, 41), p. 113 (act. 65, 66-68), p. 114 (act. CF: Partecipare a un recruiting day; Redigere una lettera di motivazione), p. 116 (act. 6), p. 117 (act. 12, 14), p. 119 (act. 24), p. 120 (act. 26), p. 122 (act. 36, 37), pp. 130-131 (act. 57, 58), p. 138 (act. 14), p. 139 (act. 15, Adesso tocca a te!), p. 141 (act. 21), p. 142 (act. 32, 33), p. 151 (act. 54, 55, 56), p. 152 (act. CF: Organizzare un itinerario di viaggio in Italia; Descrivere un sito d' interesse), p. 154 (act. 5, 7), p. 155 (act. 8, 11), p. 156 (act. 15), p. 169 (act. 57, 60, 62), p. 170 (act. CF: Scrivere la trama commentata di un libro o di un film), p. 174 (act. 5), p. 178 (act. 24), p. 179 (act. 28), p. 189 (act. 63), p. 191 (act. Approfondimenti Fase 4), p. 194 (act. 5), p. 198 (act. 23), p. 210 (act. CF: Organizzare il proprio anno sabbatico), p. 212 (act. 5), p. 214 (act. 14), p. 215 (act. 19), p. 216 (act. 24), p. 217 (act. 25, Adesso tocca a te!), p. 229 (act. Approfondimenti Fase 1-3), p. 232 (act. 5, 7), p. 234 (act. 14), p. 235 (act. 19, Adesso tocca a te!), p. 236 (act. 23), p. 247 (act. 60, 61), p. 250 (act. 5, 8), pp. 250-251 (act. 9), p. 252 (act. 13), p. 254 (act. 20, 22, 23), p. 265 (act. 54, 57), p. 272 (act. 13), p. 274 (act. 21, 23), p. 275 (act. 27, 28), p. 285 (act. 60, 61), p. 288 (act. 5), p. 289 (act. 11, 12), p. 291 (act. 20), p. 292 (act. 25, 26), p. 293 (act. 30), p. 294 (act. 33), p. 303 (act. 61, 63), p. 304 (act. CF: Preparare un TED Talk su un'iniziativa sostenibile), p. 305 (act. Approfondimenti Fase 1), p. 308 (act. 4, 5), p. 309 (act. 10, 11), p. 310 (act. 14), p. 311 (act. 17, 18), p. 312 (act. 22), p. 313 (act. 24, 27), p. 314 (act. 31, 32), p. 323 (act. 57), p. 326 (act. 5, 6, 10), p. 328 (act. 16-19), p. 330 (act. 26), p. 331 (act. 32), p. 332 (act. 35, 38, 39), p. 341 (act. 58, 61), p. 343 (act. Approfondimenti, Fase 1, 4), p. 348 (act. 15), p. 349 (act. 17, 18, Adesso tocca a te!), p. 340 (act. 24, 25), p. 351 (act. 29), p. 352 (act. 35), p. 361 (act. 63, 64)