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# DAVVERO 2

**LEVEL:** Level V, Intermediate High to Advanced Mid Proficiency (§114.43)

Texas Essential Knowledge and Skills (TEKS) for Languages Other Than English

**(1) Interpersonal communication: speaking and writing.** The student communicates in the interpersonal mode using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpersonal mode is the ability to understand and exchange information in the target language. The student is expected to:

**(A)** engage in conversations with generally consistent use of register in all time frames

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| **STUDENT EDITION** | p. 38 (act. CF: *Preparare un test di personalità per l'insegnante*), p. 114 (act. CF: *Partecipare a un recruiting day*), p. 160 (act. CF: *Organizzare un itinerario di viaggio in Italia*), p. 195 (act. 12), p. 256 (act. 30, 31) |
| **TEACHER'S EDITION** | p. 122 (act. CF: *Partecipare a un recruiting day*, Planning, Group work), p. 264 (act. 30, 31 Planning), p. 284 (act. 34 Extending) |
| **ONLINE** | **Interactive Activities:** Ch. 7.2 (act. 26), Ch. 9.2 (act. 24)<br>***Dossier culturale*:** p. 33 (act. *Adesso tocca a te!*)<br>**Skills-Based Lesson Exams:** Ch. 2.1 (act. 11), Ch. 2.2 (act. 13), Ch. 3.1 (act. 12), Ch. 3.2 (act. 13), Ch. 4.1 (act. 11), Ch. 4.2 (act. 11), Ch. 5 (act. 11), Ch. 6.1 (act. 11), Ch. 6.2 (act. 10), Ch. 7.1 (act. 10), Ch. 7.2 (act. 11), Ch. 8.1 (act. 11), Ch. 8.2 (act. 11), Ch. 9.2 (act. 11), Ch. 10 (act. 11)<br>**Communication Skills Assessment:** Ch. 3 (act. C), Ch. 5 (act. C), Ch. 6 (act. 6), Ch. 7 (act. C), Ch. 9 (act. C), Ch. 10 (act. D) |

**(B)** verbally exchange information with generally consistent use of register on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities

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| **STUDENT EDITION** | p. 37 (act. 57), p. 64 (act. 22), p. 101 (act. *Adesso tocca a te!*), p. 140 (act. 20), p. 191 (act. *Approfondimenti* Fase 1), p. 214 (act. 13), p. 215 (act. 18), p. 286 (act. CF: *Partecipare a una riunione di un'associazione di consumatori*), p. 309 (act. 6), p. 311 (act. 15), p. 331 (act. 34), p. 343 (act. *Approfondimenti* Fase 1), p. 351 (act. *Adesso tocca a te!*) |
| **TEACHER'S EDITION** | p. 71 (act. 21 Extending), p. 316 (act. 6 Planning), p. 339 (act. 34 Planning), p. 359 (act. *Adesso tocca a te!* Planning), p. 358 (act. 25 Extending) |
| **ONLINE** | **Interactive Activities:** Ch. 6.2 (act. 26), Ch. 9.2 (act. 30)<br>***Dossier culturale*:** p. 9 (act. *Adesso tocca a te!*), p. 23 (act. *Adesso tocca a te!*)<br>**Skills-Based Lesson Exams:** Ch. 9.1 (act. 10)<br>**Communication Skills Assessment:** Ch. 1 (act. C), Ch. 2 (act. C), Ch. 3 (act. D), Ch. 8 (act. C) |

**(C)** write with generally consistent use of register and in all time frames items such as correspondence, narratives, descriptions, and summaries of a factual nature

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| **STUDENT EDITION** | p. 25 (act. 20, *Adesso tocca a te!*), p. 44 (act. 28), p. 114 (act. CF: *Redigere una lettera di motivazione*), p. 154 (act. *Adesso tocca a te!*), p. 347 (act. *Adesso tocca a te!*) |



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**TEACHER'S EDITION** p. 33 (act. 20 Planning), p. 122 (act. CF: *Redigere una lettera di motivazione*, Planning, Individual work), p. 302 (act. CF: *Piano di sostenibilità urbana*, Planning, Group work)

**ONLINE**
**Interactive Activities:** Ch. 1.1 (act. 30), Ch. 1.2 (act. 29, 30), Ch. 2.2 (act. 29, 30), Ch. 3.1 (act. 29), Ch. 3.2 (act. 30, 31), Ch. 4.1 (act. 29, 30), Ch. 4.2 (act. 30, 31), Ch. 5 (act. 31), Ch. 6.1 (act. 29, 30), Ch. 6.2 (act. 31, 32), Ch. 7.1 (act. 30, 31), Ch. 7.2 (act. 29, 30), Ch. 8.1 (act. 30, 31), Ch. 8.2 (act. 29, 30, 31), Ch. 9.1 (act. 30, 31), Ch. 9.2 (act. 29)
***Dossier culturale*:** p. 27 (act. *Adesso tocca a te!*)
**Skills-Based Lesson Exams:** Ch. 4.1 (act. 10), Ch. 4.2 (act. 10), Ch. 5 (act. 10), Ch. 6.1 (act. 10), Ch. 7.1 (act. 9), Ch. 8.1 (act. 10), Ch. 9.2 (act. 10), Ch. 10 (act. 10)
**Communication Skills Assessment:** Ch. 2 (act. D), Ch. 3 (act. D), Ch. 5 (act. D), Ch. 6 (act. D), Ch. 7 (act. D), Ch. 8 (act. D), Ch. 9 (act. D), Ch. 10 (act. D)

**(D)** produce, with generally consistent use of register, written exchanges that provide information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities

**STUDENT EDITION** p. 65 (act. 31), p. 121 (act. *Adesso tocca a te!*), p. 143 (act. *Adesso tocca a te!*), p. 152 (act. CF: *Descrivere un sito d'interesse*), p. 251 (act. *Adesso tocca a te!*), p. 311 (act. 17), p. 349 (act. 22)

**TEACHER'S EDITION** p. 129 (act. *Adesso tocca a te!*), p. 160 (act. Planning, Individual work), p. 259 (act. *Adesso tocca a te!*), p. 357 (act. 22 Planning)

**ONLINE**
**Interactive Activities:** Ch. 3.1 (act. 29)
***Dossier culturale*:** p. 27 (act. *Adesso tocca a te!*), p. 29 (act. *Adesso tocca a te!*)
**Communication Skills Assessment:** Ch. 1 (act. D)

**(2) Interpretive communication: reading and listening.** The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:

**(A)** read and analyze information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities

**STUDENT EDITION** p. 26 (act. 24), p. 37 (act. 58), p. 41 (act. 10, 12), p. 42 (act. 15), p. 43 (act. 16), p. 55 (act. 64-66), p. 62 (act. 14), p. 69 (act. 44), p. 75 (act. 59), p. 82 (act. 22), p. 93 (act. 59, 60), p. 95 (act. *Approfondimenti* Fase 2), p. 101 (act. 24, 25), p. 103 (act. *Adesso tocca a te!*), p. 116 (act. 6), p. 117 (act. 12), p. 118 (act. 17), p. 119 (act. 19), p. 131 (act. 56, 58), p. 133 (act. *Approfondimenti* Fase 3), p. 137 (act. *Adesso tocca a te!*), p. 139 (act. *Adesso tocca a te!*), pp. 140-141 (act. 21, 27), p. 142 (act. 33), p. 151 (act. 55), p. 154 (act. 4), p. 155 (act. 11, 12), p. 156 (act. 15), p. 157 (act. 16, 22), p. 169 (act. 57, 59, 62), p. 171 (act. *Approfondimenti* Fase 2), p. 178 (act. 24), p. 179 (act. 25), p. 189 (act. 63), p. 200 (act. 35), p. 209 (act. 56, 58), p. 217 (act. 29), p. 227 (act. 54, 55), p. 229 (act. *Approfondimenti* Fase 3), p. 232 (act. 5), p. 236 (act. 23, 24), p. 237 (act. 29), p. 247 (act. 60), p. 250 (act. 9), p. 252 (act. 13), p. 254 (act. 22, 23), p. 265 (act. 55), p. 275 (act. 27, 28), p. 293 (act. 30), p. 303 (act. 62), p. 305 (act. *Approfondimenti*, Fase 1, Fase 2), p. 308 (act. 4), p. 329 (act. 20), p. 335 (act. 46), p. 348 (act. 15, 16), p. 349 (act. *Adesso tocca a te!*), p. 350 (act. 25), p. 361 (act. 61)

**TEACHER'S EDITION** p. 34 (act. 24 Planning), p. 63 (act. 64 Planning), p. 90 (act. 22 Planning), p. 93 (act. 58 Planning), p. 126 (act. 17 Planning), p. 138 (act. 56), p. 148 (act. 21 Planning), p. 186 (act. 24 Planning), p. 199 (act. Fase 4 Planning), p. 217 (act. 56 Planning), p. 224 (act. 23 Extending), p. 244 (act. 23 Planning), p. 262 (act. 22 Planning), p. 273 (act. 55 Planning)

**ONLINE**
**Interactive Activities:** Ch. 1.1 (act. 28), Ch. 2.2 (act. 27), Ch. 3.2 (act. 28), Ch. 4.1 (act. 27), Ch. 5 (act. 28), Ch. 6.2 (act. 29), Ch. 7.2 (act. 27), Ch. 9.1 (act. 28)
**Skills-Based Lesson Exams:** Ch. 2.1 (act. 9), Ch. 2.2 (act. 11), Ch. 3.1 (act. 10), Ch. 3.2 (act. 11), Ch. 4.1 (act. 9), Ch.



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4.2 (act. 9), Ch. 5 (act. 9), Ch. 6.1 (act. 9), Ch. 7.1 (act. 1), Ch. 7.2 (act. 1), Ch. 8.1 (act. 9), Ch. 8.2 (act. 9), Ch. 9.1 (act. 8), Ch. 9.2 (act. 9), Ch. 10 (act. 9)

**(B)** compare, contrast, and analyze cultural practices and perspectives from authentic print and electronic resources

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| **STUDENT EDITION** | p. 37 (act. 60, 61), p. 63 (act. 21, *Adesso tocca a te!*), p. 75 (act. 61), p. 98 (act. 4), p. 131 (act. 60), p. 189 (act. 64), p. 213 (act. 8), p. 215 (act. *Adesso tocca a te!*), p. 235 (act. 15), p. 253 (act. *Adesso tocca a te!*), p. 254 (act. 21), p. 255 (act. *Adesso tocca a te!*), p. 293 (act. *Adesso tocca a te!*), p. 303 (act. 60, 61), p. 309 (act. *Adesso tocca a te!*), p. 311 (act. *Adesso tocca a te!*), p. 343 (act. *Approfondimenti* Fase 2), p. 348 (act. 14), p. 361 (act. 64) |
| **TEACHER'S EDITION** | p. 45 (act. 60 Planning, 61 Planning), p. 71 (act. 21 Extending), p. 275 (act. Fase 4 Planning) |
| **ONLINE** | **Interactive Activities:** Ch. 6.2 (act. 25), Ch. 9.1 (act. 19), Ch. 10 (act. 30)<br>***Dossier culturale*:** p. 17 (act. *Adesso tocca a te!*)<br>**Skills-Based Lesson Exams:** Ch. 6.2 (act. 8, 9), Ch. 7.2 (act. 10), Ch. 8.2 (act. 9, 10), Ch. 9.2 (act. 9, 10) |

**(C)** listen to and analyze information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities

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| **STUDENT EDITION** | p. 37 (act. 59), p. 45 (act. 29), p. 62 (act. 15), p. 66 (act. 32, 33, 35), p. 83 (act. 23, 26), p. 102 (act. 31), p. 104 (act. 37), p. 117 (act. 14, 15), p. 119 (act. 24), p. 122 (act. 33, 34), p. 131 (act. 59), p. 133 (act. *Approfondimenti* Fase 2), p. 151 (act. 56, 57), p. 155 (act. 8), p. 157 (act. 17), p. 159 (act. 31), p. 160 (act. 32, 33), p. 169 (act. 60), p. 200 (act. 30, 31, 32), p. 218 (act. 30, 31), p. 229 (act. *Approfondimenti* Fase 2), p. 232 (act. 7), p. 238 (act. 32), p. 2569 (act. 28, 29), p. 265 (act. 56), p. 267 (act. *Approfondimenti* Fase 2),p. 274 (act. 23, 24), p. 276 (act. 31, 32), p. 289 (act. 11), p. 294 (act. 33, 34), p. 305 (act. *Approfondimenti*, Fase 1), p. 309 (act. 10), p. 311 (act. 18), p. 313 (act. 24), p. 314 (act. 28, 29, 32), p. 328 (act. 16, 19), p. 332 (act. 35, 36, 38), p. 343 (act. *Approfondimenti* Fase 3), p. 349 (act. 17, 18) |
| **TEACHER'S EDITION** | p. 90 (act. 23 Planning), p. 125 (act. 14 Planning), p. 141 (act. Fase 2 Planning), p. 159 (act. 57 Planning), p. 167 (act. 31), p. 340 (act. 35 Extending) |
| **ONLINE** | **Interactive Activities:** Ch. 1.1 (act. 29), Ch. 5 (act. 29), Ch. 7.2 (act. 28), Ch. 9.1 (act. 29), Ch. 10 (act. 28)<br>**Skills-Based Lesson Exams:** Ch. 1.2 (act. 1), Ch. 3.1 (act. 1), Ch. 3.2 (act. 1), Ch. 5 (act. 1), Ch. 6.2 (act. 1), Ch. 8.1 (act. 1), Ch. 8.2 (act. 1), Ch. 9.1 (act. 1), Ch. 9.2 (act. 1), Ch. 10 (act. 1)<br>**Communication Skills Assessment:** Ch. 6 (act. B), Ch. 8 (act. B), Ch. 9 (act. B) |

**(D)** compare, contrast, and analyze cultural practices and perspectives from authentic audio and audiovisual resources

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| **STUDENT EDITION** | p. 256 (act. 30), p. 294 (act. 36), p. 313 (act. 26, *Adesso tocca a te!*), p. 328 (act. 18) |
| **TEACHER'S EDITION** | p. 264 (act. 30 Planning), p. 302 (act. 36 Planning), p. 336 (act. 18 Planning) |
| **ONLINE** | **Interactive Activities:** Ch. 9.1 (act. 24) |



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**(3) Presentational communication: speaking and writing.** The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:

**(A)** plan, produce, and present, with some ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities

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| **STUDENT EDITION** | p. 56 (act. CF: *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), p. 75 (act. 60, 61), p. 76 (act. CF: *Presentare un progetto di recupero di uno spazio in disuso*), p. 94 (act. CF: *Proporre un progetto di domotica per la classe*), p. 95 (act. *Approfondimenti* Fase 3), p. 103 (act. *Adesso tocca a te!*), p. 122 (act. 37), p. 133 (act. *Approfondimenti* Fase 4), p. 177 (act. *Adesso tocca a te!*), p. 190 (act. CF: *Creare un evento gastronomico*), p. 191 (act. Apprfondimenti Fase 4), p. 200 (act. 35), p. 210 (act. CF: *Proporre una filosofia di vita alternativa*),p. 218 (act. 34), 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. 267 (act. *Approfondimenti* Fase 4), p. 294 (act. 37), p. 304 (act. CF: *Preparare un TED Talk*), p. 305 (act. *Approfondimenti*, Fase 3), p. 323 (act. 60), p. 331 (act. *Adesso tocca a te!*), p. 332 (act. 39), p. 341 (act. 61), p. 343 (act. *Approfondimenti* Fase 4), p. 352 (act. 35), p. 363 (act. *Approfondimenti* Fase 2) |
| **TEACHER'S EDITION** | p. 35 (act. *Adesso tocca a te!*), p. 64 (act. Planning, Individual work), p. 65 (act. Fase 2 Planning), p. 71 (act. 21 Extending), p. 83 (act. 60-61 Planning), p. 111 (act. *Adesso tocca a te!*), p. 147 (act. 15 Planning), p. 235 (act. 57 Planning), p. 293 (act. 59 Extending), p. 302 (act. 37 Extending), p. 337 (act. *Adesso tocca a te!*), p. 341 (act. 39 Extending) |
| **ONLINE** | ***Dossier culturale*:** p. 3 (act. *Adesso tocca a te!*), p. 7 (act. *Adesso tocca a te!*), p. 11 (act. *Adesso tocca a te!*) |

**(B)** plan and produce, with some ease and clarity of expression, written presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities

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| **STUDENT EDITION** | p. 94 (act. CF: *Redigere una notizia di argomento scientifico*), p. 114 (act. CF: *Redigere una lettera di motivazione*), p. 132 (act. CF: *Scrivere la cronistoria di un'epoca importante del proprio Paese*), p. 152 (act. CF: *Descrivere un sito d'interesse*), p. 210 (act. CF: *Organizzare il proprio anno sabatico*), p. 228 (act. CF: *Scrivere un articolo di opinione su un'opera architettonica contemporanea*), p. 266 (act. CF: *Raccontare una storia di integrazione*), p. 286 (act. CF: *Redigere un testo argomentativo su pro e contro dell'era 2.0*), p. 324 (act. CF: *Raccontare la storia di un ristorante in cui si fondono diverse tradizioni culinarie*) |
| **TEACHER'S EDITION** | p. 102 (act. CF: *Redigere una notizia di argomento scientifico*, Planning, Individual work), p. 238 (act. CF: *Scrivere un articolo di opinione su un'opera architettonica contemporanea*, Planning, Individual work), p. 294 (act. CF: *Testo argomentativo sull'era 2.0*, Planning, Individual work) |
| **ONLINE** | **Interactive Activities:** Ch. 1.1 (act. 30, 31), Ch. 3.1 (act. 30), Ch. 9.1 (act. 25)<br>***Dossier culturale*:** p. 5 (act. *Adesso tocca a te!*), p. 25 (act. *Adesso tocca a te!*) |


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