

**CORRELATION  
FLORIDA DEPARTMENT OF EDUCATION  
COURSE DESCRIPTION**

**SUBJECT:** World Languages  
**COURSE NAME:** Italian I  
**SUBMISSION TITLE:** Forza! 1  
**PUBLISHER:** EMC Corporation  
**GRADE(S):** 9-12

**COURSE CODE NUMBER:**

OUTCOME NUMBER	BENCHMARK NUMBER	INTENDED OUTCOME/BENCHMARK DESCRIPTION	PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL
1	FL.A.1.1.1	express likes and dislikes when asked simple questions (e.g., about toys or other objects).	18-20, 21, 33, 65, 96, 146
1	FL.A.1.1.2	greet others and exchange essential personal information (e.g., home address, telephone number, place of origin, and general health).	7, 10-13, 14, 15, 71, 72
1	FL.A.1.1.3	use appropriate gestures and expressions (i.e., body language) to complete or enhance verbal messages.	
1	FL.A.1.2.1	express likes or dislikes regarding various objects, categories, people, and events present in the everyday environment.	64, 65, 75, 84, 95, 96
1	FL.A.1.2.2	exchange information necessary to plan events or activities (e.g., picnics, birthday parties, science projects, and crafts).	77-80, 84, 159
1	FL.A.1.3.4	use repetition, rephrasing, and gestures effectively to assist in communicating spoken messages.	15, 117
2	FL.A.2.1.1	follow and give simple instructions (e.g., instructions to participate in games or instructions provided by the teacher for classroom tasks).	89, 106, 158, 159
2	FL.A.2.1.2	restate and rephrase simple information from materials presented orally, visually, and graphically in class.	15, 40, 59, 81, 87, 117
2	FL.A.2.1.3	understand oral messages that are based on familiar themes and vocabulary (e.g., short conversations between familiar persons on familiar topics such as everyday school and home activities).	15, 21, 33, 41, 30-31
2	FL.A.2.1.4	listen and read in the target language and respond through role playing, drawing, or singing.	138
2	FL.A.2.2.1	give and understand written and verbal instructions, using known, verbal patterns in the target language.	89, 106, 158, 159

2	FL.A.2.2.3	organize information in spoken or written form about a variety of topics of academic and cultural interest (e.g., by making lists, categorizing objects, or organizing concepts).	65, 96, 117, 159
2	FL.A.2.2.5	comprehend and respond to oral messages (e.g., personal anecdotes or narratives) based on familiar themes and vocabulary.	15, 33, 41, 42, 75
3	FL.A.3.1.1	provide simple information in spoken form (e.g., descriptions of family members, friends, objects present in his or her everyday environment, or common school and home activities).	15, 33, 41, 42, 75
3	FL.A.3.2.1	describe important people (e.g., family members and friends) and objects present in his or her everyday environment and in school.	15, 41, 42, 75
3	FL.A.3.2.3	give responses in spoken or written form (e.g., answering simple questions, formulating questions, and making simple statements) to age-appropriate stories, poems or other literature, songs, films, or visual works.	N/A
4	FL.B.1.1.1	participate in age-appropriate cultural activities (e.g., games, songs, birthday celebrations, storytelling, dramatizations, and role playing).	N/A
4	FL.B.1.1.2	recognize patterns of social behavior or social interaction in various settings (e.g., school, family, or immediate community).	30-31, 37-39, 77-80, 85-87, 122-124
4	FL.B.1.1.3	recognize various familiar objects and norms of the target culture (e.g., toys, dresses, and typical foods).	53, 85-87, 141, 142, 145, 148
4	FL.B.1.2.1	recognize various activities and celebrations in which children participate in the target culture (e.g., games, songs, birthday celebrations, storytelling, dramatizations, and role playing).	30-31, 77-80, 85-87, 154-157
5	FL.C.1.1.1	use simple vocabulary and phrases to identify familiar objects and concepts from other disciplines.	45, 70, 67-69, 70, 85-87, 89
5	FL.C.1.1.2	participate in an activity in the target-language class that is based on a concept taught in a content class (e.g., shapes or relationships).	
5	FL.C.1.2.1	participate in activities in the language class designed to integrate content-area concepts (e.g., mathematical calculations or cause-and-effect relationships) into target-language instruction (e.g., about countries or cultures).	
5	FL.C.1.2.2	use target-language vocabulary or concepts to reinforce knowledge of a related topic studied in another class (e.g., geographical place names, parts of the body, or basic mathematical operations).	45, 70, 71, 72, 118-119, 120

5	FL.C.2.1.1	use the target language to gain access to information that is only available through the target language or within the target culture (listen to a story told in the target language).	N/A
6	FL.D.1.1.1	know examples of word borrowing from one language to another.	20, 31, 40, 63, 69
6	FL.D.1.1.2	use simple vocabulary and short phrases in the target language.	15, 33, 41, 42, 54
6	FL.D.1.2.1	identify examples and understand the significance of true and false cognates (i.e., words derived from a common original form).	N/A
6	FL.D.1.2.2	recognize the similarities and differences between his or her native language and the target language in terms of the pronunciation, alphabet, and forms of written expression.	
6	FL.D.2.1.1	know the similarities and differences between the patterns of behavior of the target culture related to recreation, celebration, holidays, customs, and the patterns of behavior of the local culture.	77-80, 85-87, 84-95, 154-157
6	FL.D.2.1.2	recognize that there are similarities and differences between objects from the target culture and objects from the local culture (e.g., inside dwellings).	31, 35, 37-39
6	FL.D.2.2.1	distinguish the similarities and differences between the patterns of behavior of the target culture related to recreation, holidays, celebrations and the patterns of behavior of the local culture.	77-80, 85-87, 94-95, 154-157
6	FL.D.2.2.2	recognize forms of the target language evident in the local culture (e.g., signs, symbols, advertisements, packages, displays, murals, songs, and rhymes).	122, 123, 141, 148, 156
7	FL.E.1.2.1	know that many people in the United States use languages other than English on a daily basis.	N/A
7	FL.E.1.2.2	demonstrate an awareness of employment possibilities (and other applications) for those who are able to master the target language.	N/A
	F.L.C. 2.3.3	use films or texts produced in the target language to gain knowledge and understanding of various aspects of the arts, music, literature, history, or economics of the target culture.	27, 60, 118, 134,167, 191, 299, 335
	F.L.C. 2.4.3	use target-language skills to obtain information and perspectives from speakers of the target language.	TE 25-28, 224-225, 260, 276, 354-357
	F.L.C. 2.4.4	culture) to obtain information (in person or via the Internet) about	TE 25-28; 272, 283, 294-295, 320-323, 344-346
6		<b>social interaction appropriate to the setting.</b>	

	F.L.D.1.3.1	understand how idiomatic expressions have an impact on communication and reflect culture, by using them correctly in both oral and written form.	85, 113, 120, 158, 357
	F.L.D.1.3.2	language (e.g., cognates and syntax variations) both orally and	57, 90, 113, 127, 131, 150-151, 154
	F.L.D.1.4.1	know elements of the target language that signify time, and the similarities and differences between comparable linguistic markers in the target language and in his or her own language.	57, 132, 189, 190, 263, 297, 340
	F.L.D.2.3.1	understand cultural traditions and celebrations that exist in the target culture and in the native culture (e.g., holidays, birthdays, “coming of age” celebrations, and recreational gatherings).	64, 89, 123, 136, 162-163, 173
	F.L.D.2.3.2	recognize the similarities and differences between music and songs from the target culture and those in the native culture.	115-116, 140, 173-174
	F.L.D.2.3.3	recognize the similarities and differences between attitudes about various topics found among teenagers in American culture and attitudes among teenagers in the target culture (e.g., surveys conducted through face-to-face contact or written exchanges).	27, 252, 276-277, 286, 354-358
	F.L.D.2.3.4	understand selected economic, political, and social events that have shaped the target culture and its relationship with the United States across time.	299-302, 322, 335, 344
	F.L.D.2.4.4	recognize the contributions of other parallel cultures (e.g., Native American, African, and European) to the target culture.	279, 299-302, 322, 335, 344, 350
7		<b>Demonstrate knowledge of use of the German language within and beyond the school setting.</b>	
	F.L.E.1.3.2	know professional organizations or individuals who use the target language (e.g., foreign consulates, corporations, and educational institutions) that he or she could contact to request information about possible employment opportunities.	TE 33
	F.L.E.1.4.1	understand that knowing more than one language allows people to function effectively in multilingual communities.	193-193, 196-197, 335-338, 354-357

0705320

I/M*
I
I
I
I
M
I
I
I
M
I



M
I
I
M
I
I
I
I
I

