

**CORRELATION
FLORIDA DEPARTMENT OF EDUCATION
COURSE DESCRIPTION**

SUBJECT: World Languages
COURSE NAME: Italian II
SUBMISSION TITLE: Forza! 2
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.1.2.1	express likes or dislikes regarding various objects, categories, people, and events present in the everyday environment.	17, 98, 134
1	FL.A.1.2.3	recognize and appropriately use oral syntax (grouping of words into sentences and phrases) and inflection in spoken target language.	36, 57, 78, 115, 160
1	FL.A.1.3.1	exchange information with peers and familiar adults orally and in writing about topics of common interest and about the target culture (e.g., personal relationships, events in the past, or academic and cultural interests).	16, 17, 37, 57, 134
1	FL.A.1.3.3	use appropriate vocabulary and cultural expressions to express the failure to understand a message and to request additional information (i.e., understand how to bridge gaps in communication in the target language).	16, 17, 49, 57, 74, 78
1	FL.A.1.3.4	use repetition, rephrasing, and gestures effectively to assist in communicating spoken messages.	49, 91, 93, 104, 143
2	FL.A.2.2.1	give and understand written and verbal instructions, using known, verbal patterns in the target language.	16, 17, 36, 57, 114, 160
2	FL.A.2.2.2	answer or formulate questions about a variety of media experiences produced in the target language (e.g., video, radio, television, songs, or computer programs).	
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).	36, 57, 136, 160
2	FL.A.2.2.4	listen and read in the target language for leisure and personal enrichment (e.g., listen to, read, or view age-appropriate stories, plays, poems, films, or visual works of art).	N/A
2	FL.A.2.2.5	comprehend and respond to oral messages (e.g., personal anecdotes or narratives) based on familiar themes and vocabulary.	16, 17, 78, 98, 134

2	FL.A.2.2.6	compare and contrast age-appropriate target-language records, films, and TV programs.	N/A
2	FL.A.2.2.7	recognize the multiple ways in which an idea may be expressed in the target language and use them appropriately.	32, 93, 106
2	FL.A.2.3.4	recognize the relationship between verbal and nonverbal signals in communication, while listening to a live speaker of the target language or while viewing and listening to a mass-media product (i.e., film, video, or concert).	N/A
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.	16, 36, 92, 115, 160, 111
3	FL.A.3.2.2	provide information in spoken or written form on a variety of topics of popular and cultural interest (provide, e.g., descriptions, expressions of opinion, appreciation, and analysis).	57, 98, 115, 117, 160
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
3	FL.A.3.3.1	write various types of texts (e.g., simple letters and essays) for a defined audience (e.g., teacher, peers, or pen pal) about topics of personal interest or experience (in terms of, e.g., ideas, opinions, attitudes, and feelings).	
3	FL.A.3.3.2	provide information in spoken and written form on a variety of topics of personal, academic, and cultural interest (e.g., descriptions of popular or historical characters, expressions of opinion, personal conclusions about general-interest topics, and comparisons and contrasts between the target culture and his or her own culture).	16, 36, 57, 115, 160
3	FL.A.3.4.1	effectively communicate orally in the target language regarding a past, present, or future event.	
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).	2-5, 39-41, 100-103, 135
4	FL.B.1.2.2	identify patterns of behavior and the values, beliefs, or viewpoints typical of children in the target culture.	
4	FL.B.1.2.3	experience and react to expressive and day-to-day aspects of the target culture enjoyed or produced by groups or individuals who belong to the target culture (e.g., children's songs, simple selections from authentic children's literature, artwork, typical foods, and types of dwellings).	N/A

4	FL.B.1.3.1	use appropriate verbal and nonverbal communication for daily activities with peers and adults.	16, 65, 98, 122, 134
4	FL.B.1.3.3	recognize simple themes, ideas, or viewpoints on social behavior or social interaction in various settings (e.g., school, family, and immediate community).	
4	FL.B.1.3.4	identify and discuss various aspects of the target culture (e.g., educational systems or institutions, means of transportation, and various rules).	52, 71, 92
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).	50-51, 55-57, 77, 116-117, 160
5	FL.C.2.2.1	use information from a story being studied in the target language and connect elements from the story (e.g., color symbolism, geographic setting, and genre characteristics) to similar life situations.	N/A
5	FL.C.2.2.2	access information from a skit or play in the target language that is only available in the target culture.	N/A
5	FL.C.2.2.3	express knowledge of real objects and media intended for same-age native speakers in the target language and identify the major elements of the source material (e.g., what it is, why peers use it, and where it might be found).	
5	FL.C.2.2.4	restate and share information acquired from written texts in the context of a group discussion.	
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.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.	N/A
6	FL.D.2.2.3	recognize some cultural aspects, viewpoints, and attitudes of people in both his or her own culture and the target culture relating to family, school, work, and play.	16, 96-97, 136-137
6	FL.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).	2-5, 39-41
6	FL.D.2.3.2	recognize the similarities and differences between music and songs from the target culture and those in the native culture.	N/A
6	FL.D.2.4.4	recognize the contributions of other parallel cultures (e.g., Native American, African, and European) to the target culture.	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
7	FL.E.1.3.1	United States and the geographic regions in which they are most	N/A
7	FL.E.1.4.1	understand that knowing more than one language allows people to function effectively in multilingual communities.	N/A
6		social interaction appropriate to the setting.	
	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		Demonstrate knowledge of use of the German language within and beyond the school setting.	
	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

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