

**CORRELATION
FLORIDA DEPARTMENT OF EDUCATION
COURSE DESCRIPTION**

SUBJECT: World Languages
COURSE NAME: Italian III
SUBMISSION TITLE: Forza! 3
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.1.2.3	recognize and appropriately use oral syntax (grouping of words into sentences and phrases) and inflection in spoken target language.	16, 17, 34, 52, 68
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).	17, 33, 34, 52, 108
1	FL.A.1.3.2	interact with fluent native or neo-native users of the target language, with sufficient skill to gather information necessary for a simple project.	34, 124
1	FL.A.1.4.1	interact in the target language in a number of true-life situations chosen from a variety of contexts (e.g., asking for information).	34, 60, 68, 79, 94
1	FL.A.1.4.2	rephrase and use indirect expressions to communicate a message in the target language.	
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.2.2.7	recognize the multiple ways in which an idea may be expressed in the target language and use them appropriately.	123, 122, 102
2	FL.A.2.3.1	comprehend and interpret the content of authentic, written materials selected according to the familiarity of the topic and the scope of vocabulary and structure (e.g., personal letters and notes, pamphlets, newspapers and magazine articles, and advertisements).	34, 48, 59, 61-62, 63
2	FL.A.2.3.2	comprehend and interpret the main ideas and details from television, movies, videos, radio, or live presentations produced in the target language.	17, 108

2	FL.A.2.3.3	formulate and answer questions about the literary elements (e.g., plot, characters, main ideas, and supporting details) of authentic target-language literary selections.	N/A
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).	73
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).	17, 68, 95, 108, 124
3	FL.A.3.4.1	effectively communicate orally in the target language regarding a past, present, or future event.	34, 51, 80, 94, 95
3	FL.A.3.4.2	communicate in writing using a variety of vocabulary for past, present, and future events and feelings about those events (e.g., by writing a letter to a native speaker of the target language).	
4	FL.B.1.3.2	participate in age-appropriate cultural activities (e.g., sports-related activities, music, television, and games).	N/A
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).	3-4, 6, 58-59, 68, 116
4	FL.B.1.3.5	know various expressive forms of the target culture such as popular music, dance, children's magazines, comic books, children's literature, and common or everyday artwork (e.g., designs typical of the culture and used in clothing, pottery, ceramics, paintings, and architectural structures) and the influence of these forms on the larger community.	61, 62, 63, 64, 72, 121
4	FL.B.1.4.1	interact in a variety of situations that reflect the activities of teenagers in the target culture, using appropriate verbal and nonverbal communication.	68, 73, 79, 80, 124

4	FL.B.1.4.2	identify and discuss various patterns of behavior or interaction and the values and mindsets typical of youth in the target culture.	
5	FL.C.1.3.1	use new information from a target language class (e.g., knowledge gained through a film or discussion in language class) to enhance study of a topic in another class.	33, 45-46, 61-62, 95, 108
5	FL.C.1.3.2	use sources in the target language to assemble specific information about topics of personal interest in connection with ideas being studied in another class.	
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.2.2.4	restate and share information acquired from written texts in the context of a group discussion.	
5	FL.C.2.3.1	use the target language to establish contact with members of the target culture (e.g., to obtain information about a hobby, sport, or topic of general interest).	34, 124
5	FL.C.2.3.2	use the target language to gain access to information and perspectives that are only available through the target language or within the target culture (e.g., target-language tourism publications or target-language sources about the target-language community).	N/A
5	FL.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.	N/A
5	FL.C.2.4.3	use target-language skills to obtain information and perspectives from speakers of the target language.	34, 124
5	FL.C.2.4.4	use target-language sources (e.g., members of the target culture) to obtain information (in person or via the Internet) about a hobby, sport, or topic of personal, community, or world interest.	124
6	FL.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.	N/A
6	FL.D.1.3.2	identify and use typical patterns of communication in the target language (e.g., cognates and syntax variations) both orally and in written form.	15, 34, 51, 44, 79, 82
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.	36, 43, 50, 65, 95

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).	76-77, 78
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.2.3.3	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).	N/A
6	FL.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.	N/A
6	FL.D.2.4.4	American, African, and European) to the target culture.	N/A
7	FL.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.	N/A
7	FL.E.1.4.1	to function effectively in multilingual communities.	34, 124
7	FL.E.1.4.2	know the benefits that being able to communicate in more than one language can have on one’s career.	N/A
	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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