

Italian Correlation to Georgia Quality Core Curriculum

Subject Area: Italian

State-Funded Course: 60.03100 Italian I

Textbook Title: *Forza! 1*

Publisher: EMC/Paradigm Publishing

WB = work book, all other page numbers are from the text book

Course: Italian Level I

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- 1 **Topic:** Understands and produces memorized and personalized language in meaningful oral and written form appropriate to the novice proficiency level.
Standard: Responds to basic questions and statements, such as those about self, general well-being, weather, and time.
15, 28, 33, 75, 96, 120, 131, WB 124
 - 2 **Topic:** Understands and produces memorized and personalized language in meaningful oral and written form appropriate to the novice proficiency level.
Standard: Asks for and exchanges information with others.
15, 33, 65, 117, 138
 - 3 **Topic:** Understands and produces memorized and personalized language in meaningful oral and written form appropriate to the novice proficiency level.
Standard: Uses sequences meaningfully, such as the alphabet, months, seasons, numbers, etc.
5, 120, WB 8, WB 22
 - 4 **Topic:** Understands and produces memorized and personalized language in meaningful oral and written form appropriate to the novice proficiency level.
Standard: Responds to visual cues.
WB 16, WB 21
 - 5 **Topic:** Develops listening, speaking, reading, and writing skills to communicate information about daily life and activities appropriate to the novice proficiency level.
Standard: Seeks basic information.
15, 33, 41, 65, 75
 - 6 **Topic:** Develops listening, speaking, reading, and writing skills to communicate information about daily life and activities appropriate to the novice proficiency level.
Standard: Uses target language to ask for clarification or express confusion.
42, 66, 75
 - 7 **Topic:** Develops listening, speaking, reading, and writing skills to communicate information about daily life and activities appropriate to the novice proficiency level.
Standard: Follows and gives directions.
89, 106, 158, 159, WB 98
 - 8 **Topic:** Develops listening, speaking, reading, and writing skills to communicate information about daily life and activities appropriate to the novice

proficiency level.

Standard: Offers regrets and explanations.

13, 105, 151, WB 10, WB 102

- 9 **Topic:** Develops listening, speaking, reading, and writing skills to communicate information about daily life and activities appropriate to the novice proficiency level.

Standard: Asks and gives permission.

4-5, WB 10

- 10 **Topic:** Develops listening, speaking, reading, and writing skills to communicate information about daily life and activities appropriate to the novice proficiency level.

Standard: Expresses emotions.

27, 66, 113-116, 137, WB 57

- 11 **Topic:** Reacts appropriately in uncomplicated social situations within the novice proficiency level.

Standard: Understands and uses appropriate greetings and farewells.

10, 13, 15, 31, WB 4

- 12 **Topic:** Reacts appropriately in uncomplicated social situations within the novice proficiency level.

Standard: Understands and correctly pronounces typical male and female names and titles.

2-5, 7, 30-31, 37

- 13 **Topic:** Reacts appropriately in uncomplicated social situations within the novice proficiency level.

Standard: Uses nonverbal communication, including gestures.

- 14 **Topic:** Reacts appropriately in uncomplicated social situations within the novice proficiency level.

Standard: Understands, seeks, and gives information.

15, 33, 41, 54, 65

- 15 **Topic:** Reacts appropriately in uncomplicated social situations within the novice proficiency level.

Standard: Uses target language to express confusion or request information.

42, 66, 151

- 16 **Topic:** Reacts appropriately in uncomplicated social situations within the novice proficiency level.

Standard: Accepts or rejects invitations in social situations.

WB 102

- 17 **Topic:** Reacts appropriately in uncomplicated social situations within the novice proficiency level.

Standard: Expresses likes and dislikes, agreement and disagreement.

21, 33, 48, 52, 65, WB 20

- 18 **Topic:** Reacts appropriately in uncomplicated social situations within the novice proficiency level.

Standard: Demonstrates an understanding of perspectives and social customs.

53, 85-87, 98-99, 122-126, 153, 154-157

- 19** **Topic:** Demonstrates in oral and written form some spontaneity in generating a response to an oral or written question, a situation, or a visual stimulus appropriate to the novice proficiency level.
Standard: Responds to basic meaningful questions by recombining topical vocabulary.
75, 89, 117, WB 78, WB 143
- 20** **Topic:** Demonstrates in oral and written form some spontaneity in generating a response to an oral or written question, a situation, or a visual stimulus appropriate to the novice proficiency level.
Standard: Understands and participates in simple conversations.
15, 25, 33, 51, 75
- 21** **Topic:** Demonstrates in oral and written form some spontaneity in generating a response to an oral or written question, a situation, or a visual stimulus appropriate to the novice proficiency level.
Standard: Describes in a sentences with appropriate adjectives (color, size, or personality).
22-23, 40, 89, 90-92, 136, WB 32
- 22** **Topic:** Demonstrates in oral and written form some spontaneity in generating a response to an oral or written question, a situation, or a visual stimulus appropriate to the novice proficiency level.
Standard: Answers questions based on contemporary information about countries where target language is spoken.
87, 92, 109, 157
- 23** **Topic:** Demonstrates in oral and written form some spontaneity in generating a response to an oral or written question, a situation, or a visual stimulus appropriate to the novice proficiency level.
Standard: Expresses likes, dislikes, discomfort, agreement, and disagreement.
33, 52, 60-61, 65, 83, 96
- 24** **Topic:** Demonstrates in oral and written form some spontaneity in generating a response to an oral or written question, a situation, or a visual stimulus appropriate to the novice proficiency level.
Standard: Demonstrates ability to respond to questions using phrases, one-word answers, and complete sentences.
33, 41, 45, 54, 75
- 25** **Topic:** Listens to, reads, and demonstrates comprehension of a variety of texts appropriate to the novice proficiency level.
Standard: Understands and reacts appropriately to extended spoken or written passages including rhymes, poetry, and songs.
N/A
- 26** **Topic:** Listens to, reads, and demonstrates comprehension of a variety of texts appropriate to the novice proficiency level.
Standard: Derives main ideas and some supporting details from appropriate texts in the target language.
N/A
- 27** **Topic:** Increases knowledge & understanding of other cultures appropriate to novice level proficiency. “Culture” is generally understood to include

philosophical perspectives, behavioral practices, and products, both tangible and intangible, of a society.

Standard: Demonstrates the ability to use language in practical situations and in cultures in which the language is spoken.

41, 120, 138, 145, WB 102

- 28** **Topic:** Increases knowledge & understanding of other cultures appropriate to novice level proficiency. "Culture" is generally understood to include philosophical perspectives, behavioral practices, and products, both tangible and intangible, of a society.

Standard: Demonstrates behavior appropriate to the culture(s) in which the language is spoken.

- 29** **Topic:** Increases knowledge & understanding of other cultures appropriate to novice level proficiency. "Culture" is generally understood to include philosophical perspectives, behavioral practices, and products, both tangible and intangible, of a society.

Standard: Demonstrates knowledge of contributions of target culture(s) to civilization.

67-69, 85-87, 90-91, 107-109

- 30** **Topic:** Increases knowledge & understanding of other cultures appropriate to novice level proficiency. "Culture" is generally understood to include philosophical perspectives, behavioral practices, and products, both tangible and intangible, of a society.

Standard: Demonstrates an awareness of connections among U.S. and target culture(s).

146-150

- 31** **Topic:** Increases knowledge & understanding of other cultures appropriate to novice level proficiency. "Culture" is generally understood to include philosophical perspectives, behavioral practices, and products, both tangible and intangible, of a society.

Standard: Develops understanding of the various components of a different culture.

32, 53, 85, 95, 141

Italian Correlation to Georgia Quality Core Curriculum

Subject Area: Italian

State-Funded Course: 60.03200 Italian II

Textbook Title: *Forza! 2*

Publisher: EMC/Paradigm Publishing

Course: Italian Level II

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- 1 **Topic:** Integrates new vocabulary and syntax into previously acquired language appropriate to the novice-high to intermediate-low proficiency range.
Standard: Transforms memorized patterns and communicates more complex information about self and daily life.
16, 17, 36, 134, 98
 - 2 **Topic:** Integrates new vocabulary and syntax into previously acquired language appropriate to the novice-high to intermediate-low proficiency range.
Standard: Interprets longer spoken passages by detecting known patterns and inferring meaning.
 - 3 **Topic:** Integrates new vocabulary and syntax into previously acquired language appropriate to the novice-high to intermediate-low proficiency range.
Standard: Examines visual clues to draw conclusions about cultural content.
58-62, 71, 100-103, 135, 139, 155-157
 - 4 **Topic:** Integrates new vocabulary and syntax into previously acquired language appropriate to the novice-high to intermediate-low proficiency range.
Standard: Memorizes and/or analyzes songs, poems, and selections of dramas.
N/A
 - 5 **Topic:** Integrates new vocabulary and syntax into previously acquired language appropriate to the novice-high to intermediate-low proficiency range.
Standard: Explains political map of target country(ies) through recall and study of some history and culture.
WB 24, WB 26, WB 27, WB 34
 - 6 **Topic:** Expands listening, speaking, reading, and writing skills to communicate information about daily life and activities appropriate to the novice-high to intermediate-low proficiency range.
Standard: Makes oral and written inquiries.
16, 57, 78, 134
 - 7 **Topic:** Expands listening, speaking, reading, and writing skills to communicate information about daily life and activities appropriate to the novice-high to intermediate-low proficiency range.
Standard: Gathers information by reading and listening.
16, 25, 71, 77, 78, 96-97, 116-117
 - 8 **Topic:** Expands listening, speaking, reading, and writing skills to communicate information about daily life and activities appropriate to the novice-high to intermediate-low proficiency range.
Standard: Reacts to oral and written stimuli.

16, 24, 36, 78, 98, 117, 143

- 9 **Topic:** Expands listening, speaking, reading, and writing skills to communicate information about daily life and activities appropriate to the novice-high to intermediate-low proficiency range.

Standard: Expresses needs, certainties, and preferences.

37, 50-51, 57, 134, 160

- 10 **Topic:** Expands listening, speaking, reading, and writing skills to communicate information about daily life and activities appropriate to the novice-high to intermediate-low proficiency range.

Standard: Requests help such as asking for directions, medical care, or a room in a hotel.

N/A

- 11 **Topic:** Expands listening, speaking, reading, and writing skills to communicate information about daily life and activities appropriate to the novice-high to intermediate-low proficiency range.

Standard: Requests clarification from person having information necessary to carry out a task.

N/A

- 12 **Topic:** Expands listening, speaking, reading, and writing skills to communicate information about daily life and activities appropriate to the novice-high to intermediate-low proficiency range.

Standard: Follows and gives series of directions.

N/A

- 13 **Topic:** Reacts correctly in social situations appropriate to the novice-high to intermediate-low proficiency range.

Standard: Conducts oneself appropriately in routine situations.

93, 98, 134

- 14 **Topic:** Reacts correctly in social situations appropriate to the novice-high to intermediate-low proficiency range.

Standard: Uses appropriate language for making purchases and daily transactions.

85, 105

- 15 **Topic:** Reacts correctly in social situations appropriate to the novice-high to intermediate-low proficiency range.

Standard: Uses nonverbal gestures in communication.

- 16 **Topic:** Reacts correctly in social situations appropriate to the novice-high to intermediate-low proficiency range.

Standard: Explains oneself by using circumlocution in the target language (using alternate vocabulary when specific words are not known), and paraphrasing.

N/A

- 17 **Topic:** Reacts correctly in social situations appropriate to the novice-high to intermediate-low proficiency range.

Standard: Understands and expresses likes and dislikes, agreements, and disagreements.

17, 91, 134, 143

- 18 **Topic:** Reacts correctly in social situations appropriate to the novice-high to intermediate-low proficiency range.

Standard: Understands and gives more extensive information when asked.

16, 17, 36, 160

- 19 **Topic:** Reacts correctly in social situations appropriate to the novice-high to intermediate-low proficiency range.
Standard: Completes appropriate forms (e.g., post office, bank).
N/A
- 20 **Topic:** Reacts correctly in social situations appropriate to the novice-high to intermediate-low proficiency range.
Standard: Compares and contrasts social conventions of target cultures and other cultures.
- 21 **Topic:** Begins to explore the interconnectedness of social, economic, and political issues within the target culture (novice-high to intermediate-low proficiency range).
Standard: Describes in simple terms basic information about certain contemporary political figures and their governments.
N/A
- 22 **Topic:** Begins to explore the interconnectedness of social, economic, and political issues within the target culture (novice-high to intermediate-low proficiency range).
Standard: Recognizes official symbols of target nations and deduces cultural realities (e.g., pictures and words to reflect what is important to the culture).
55
- 23 **Topic:** Begins to explore the interconnectedness of social, economic, and political issues within the target culture (novice-high to intermediate-low proficiency range).
Standard: Discusses appropriate films and videos from or about the target culture to acquire information and draw inferences about social, cultural, and economic realities.
N/A
- 24 **Topic:** Begins to explore the interconnectedness of social, economic, and political issues within the target culture (novice-high to intermediate-low proficiency range).
Standard: Scans and summarizes information from sources such as newspapers, periodicals, television, and the Internet to develop knowledge of issues important to the target culture.
N/A
- 25 **Topic:** Begins to explore the interconnectedness of social, economic, and political issues within the target culture (novice-high to intermediate-low proficiency range).
Standard: Learns about factors and issues that impact social, political, and economic decisions (e.g., minimum wage, international trade).
N/A
- 26 **Topic:** Listens to, reads, and demonstrates comprehension of a variety of texts appropriate to the novice-high to intermediate-low proficiency range.
Standard: Understands and reacts to spoken or written passages.
117
- 27 **Topic:** Listens to, reads, and demonstrates comprehension of a variety of texts appropriate to the novice-high to intermediate-low proficiency range.
Standard: Derives main ideas and some supporting details from appropriate texts.

- 28 **Topic:** Listens to, reads, and demonstrates comprehension of a variety of texts appropriate to the novice-high to intermediate-low proficiency range.
Standard: Demonstrates understanding of narrative material by predicting endings.
N/A
- 29 **Topic:** Acquires greater knowledge and deeper understanding of other cultures appropriate to the novice-high to intermediate-low proficiency range.
Standard: Expands the use of appropriate greetings, farewells, and social formulas.
N/A
- 30 **Topic:** Acquires greater knowledge and deeper understanding of other cultures appropriate to the novice-high to intermediate-low proficiency range.
Standard: Compares and contrasts the types of public transportation available in the target country(ies).
155-156
- 31 **Topic:** Acquires greater knowledge and deeper understanding of other cultures appropriate to the novice-high to intermediate-low proficiency range.
Standard: Compares government services offered in the United States with those offered in target country(ies).
N/A
- 32 **Topic:** Acquires greater knowledge and deeper understanding of other cultures appropriate to the novice-high to intermediate-low proficiency range.
Standard: Analyzes eating and shopping customs of the target culture(s).
7, 81-84, 100-103
- 33 **Topic:** Acquires greater knowledge and deeper understanding of other cultures appropriate to the novice-high to intermediate-low proficiency range.
Standard: Explains leisure time activities in the target culture(s).
21-23, 96-97, 125-127, 135, 137, 139
- 34 **Topic:** Acquires greater knowledge and deeper understanding of other cultures appropriate to the novice-high to intermediate-low proficiency range.
Standard: Explains different ways of celebrating through music, customs, food, and literature.
2-5

Italian Correlation to Georgia Quality Core Curriculum

Subject Area: Italian

State-Funded Course: 60.03300 Italian III

Textbook Title: *Forza! 3*

Publisher: EMC/Paradigm Publishing

Course: Italian Level III

- 1** **Topic:** Increases proficiency in using oral and written language appropriate to the intermediate-low to intermediate-mid proficiency range.
Standard: Gives detailed and extended information about the topics listed.
68, 94, 95, 108, 124
- 2** **Topic:** Increases proficiency in using oral and written language appropriate to the intermediate-low to intermediate-mid proficiency range.
Standard: Asks others for information.
17, 34, 52, 101, 108, 124
- 3** **Topic:** Increases proficiency in using oral and written language appropriate to the intermediate-low to intermediate-mid proficiency range.
Standard: Comprehends extended answers to questions.
34, 108, 124
- 4** **Topic:** Increases proficiency in using oral and written language appropriate to the intermediate-low to intermediate-mid proficiency range.
Standard: Expresses and shares emotions such as hopes, expectations, worries, and fears.
43, 79, 94, 120, 124
- 5** **Topic:** Goes beyond immediate events to inquire, narrate, and describe in oral and written language appropriate to the intermediate-low to intermediate-mid proficiency range.
Standard: Recounts, comprehends, and reacts to a sequence of events.
2-4, 103-105
- 6** **Topic:** Goes beyond immediate events to inquire, narrate, and describe in oral and written language appropriate to the intermediate-low to intermediate-mid proficiency range.
Standard: Summarizes and reacts to movies, TV programs, books, magazine/newspaper articles texts from the Internet in the target language.
N/A
- 7** **Topic:** Goes beyond immediate events to inquire, narrate, and describe in oral and written language appropriate to the intermediate-low to intermediate-mid proficiency range.
Standard: Comprehends and reacts to current events and issues.
33, 67, 101, 106, 107, 108

- 8 **Topic:** Goes beyond immediate events to inquire, narrate, and describe in oral and written language appropriate to the intermediate-low to intermediate-mid proficiency range.
Standard: Creates original narratives.
 17, 34, 68, 95
- 9 **Topic:** Considers options in difficult and unexpected events and makes decisions appropriate to the intermediate-low to intermediate-mid proficiency range.
Standard: Draws conclusions from information presented.
 16, 17, 70-72
- 10 **Topic:** Considers options in difficult and unexpected events and makes decisions appropriate to the intermediate-low to intermediate-mid proficiency range.
Standard: Offers choices.
 102, 124
- 11 **Topic:** Considers options in difficult and unexpected events and makes decisions appropriate to the intermediate-low to intermediate-mid proficiency range.
Standard: Influences, encourages, and defends decisions.
 79, 106, 124
- 12 **Topic:** Considers options in difficult and unexpected events and makes decisions appropriate to the intermediate-low to intermediate-mid proficiency range.
Standard: States pros and cons of issues.
 N/A
- 13 **Topic:** Demonstrates comprehension of and reacts to authentic texts appropriate to the intermediate-low to intermediate-mid proficiency range.
Standard: Comprehends connected discourse (i.e., two to three paragraphs in length).
 2-4, 20-22, 28-30, 54-55, 70-71
- 14 **Topic:** Demonstrates comprehension of and reacts to authentic texts appropriate to the intermediate-low to intermediate-mid proficiency range.
Standard: Understands main ideas and seeks some supporting details from authentic materials (materials from the target country).
 59, 63, 72, 121
- 15 **Topic:** Demonstrates comprehension of and reacts to authentic texts appropriate to the intermediate-low to intermediate-mid proficiency range.
Standard: Understands and reacts to extended conversations, monologues, and/or texts. Predicts some outcomes, draws simple conclusions, and gives opinions.
 16, 32, 33, 79, 94, 123
- 16 **Topic:** Demonstrates comprehension of and reacts to authentic texts appropriate to the intermediate-low to intermediate-mid proficiency range.
Standard: Discusses literary selections appropriate for the level.
 N/A

- 17** **Topic:** Demonstrates comprehension of and reacts to authentic texts appropriate to the intermediate-low to intermediate-mid proficiency range.
Standard: Expresses preferences for a text and gives supporting details.
N/A
- 18** **Topic:** Writes effectively in different modes of discourse using process writing appropriate to the intermediate-low to intermediate-mid proficiency range.
Standard: Narrates in present, past and future.
86, 89, 95, 123, 124
- 19** **Topic:** Writes effectively in different modes of discourse using process writing appropriate to the intermediate-low to intermediate-mid proficiency range.
Standard: Composes cohesive paragraphs that describe, compare or contrast people, places, things, activities, situations, and events.
N/A
- 20** **Topic:** Writes effectively in different modes of discourse using process writing appropriate to the intermediate-low to intermediate-mid proficiency range.
Standard: Develops organized summaries, compositions, and reports on articles of more than one paragraph.
N/A
- 21** **Topic:** Writes effectively in different modes of discourse using process writing appropriate to the intermediate-low to intermediate-mid proficiency range.
Standard: Expresses and supports emotions, feelings, and personal points of view.
17, 52, 80, 108, 124
- 22** **Topic:** Writes effectively in different modes of discourse using process writing appropriate to the intermediate-low to intermediate-mid proficiency range.
Standard: Composes simple poetry (e.g., haiku, cinquain, diamante, tearful ballad, or corrido).
N/A
- 23** **Topic:** Writes effectively in different modes of discourse using process writing appropriate to the intermediate-low to intermediate-mid proficiency range.
Standard: Gives instructions for completing tasks.
7, 33, 79-80
- 24** **Topic:** Continues acquisition of knowledge of the interconnectedness of social, economic, and political issues within the target culture appropriate to the intermediate-low to intermediate-mid proficiency range.
Standard: Reports and discusses forms of government and political movements in target nation(s).

N/A

- 25** **Topic:** Continues acquisition of knowledge of the interconnectedness of social, economic, and political issues within the target culture appropriate to the intermediate-low to intermediate-mid proficiency range.
Standard: Researches, outlines and summarizes information from sources such as magazines, periodicals, television and the Internet to learn about issues important to the target culture.

N/A

- 26** **Topic:** Continues acquisition of knowledge of the interconnectedness of social, economic, and political issues within the target culture appropriate to the intermediate-low to intermediate-mid proficiency range.
Standard: Discusses films and videos from or about the target culture to acquire information and draws inferences about social, cultural, and economic realities.

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- 27** **Topic:** Continues acquisition of knowledge of the interconnectedness of social, economic, and political issues within the target culture appropriate to the intermediate-low to intermediate-mid proficiency range.
Standard: Learns about factors and issues that impact social, political, or economic decisions (i.e., Organization of American States, North American Free Trade Agreement, European Union, or Union of North African Republics).

N/A