

**FORMAT FOR CORRELATION TO THE GEORGIA PERFORMANCE STANDARDS (GPS)
GRADES K-12 FOREIGN/MODERN LANGUAGES AND LATIN**

Subject Area: Italian **State-Funded Course Name & Number:** 60.03100 Italian I/High School

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<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
<u>I</u> <u>IP</u> <u>MLLIP1</u>	<u>Communication</u> <u>Interpersonal Mode of Communication</u> The students exchange simple spoken and written information in the target language, utilizing cultural references where appropriate. The students:	
<u>MLLIP1.A</u>	Use basic greetings, farewells, and expressions of courtesy, in both oral and written forms.	Page 21-23, 32, 54, 72, 102, 119, 199, 250, and on Learning Site
<u>MLLIP1.B</u>	Express likes, dislikes, emotions, agreement and disagreement.	Page 26-29, 32, 40, 54, 55, 69, 81, 102-103, 120, 131, 133-136, 139, 143, 173, 184, 194, 209, 222, 242, and on Learning Site
<u>MLLIP1.C</u>	Make simple requests.	Page 22, 99, 115-116, 119-121 170, Learning Site
<u>MLLIP1.D</u>	Ask for clarification.	Page 21, 22, 194, 196, 243, and on Learning Site
<u>MLLIP1.E</u>	Give simple descriptions.	Page 38-40, 54-55, 131-137, 151, 155, 161, 164, 184, 191, 265, 270, 299, 301, and on Learning Site
<u>MLLIP1.F</u>	Comprehend basic directions.	Page 22-23, 306, and on Learning Site
<u>MLLIP1.G</u>	Ask questions and provide responses based on topics such as self, family,	Page 29, 32, 38, 39, 40, 41, 45, 54, 55, 76-78, 81, 90, 95, 102-103, 112, 125, 138-139, 143, 156, 171, 173, 184, 190, 192, 202, 209, 212, 214, 216, 221-222,

	school, etc.	228, 239, 243, 253, 258, 261, 270, 273, 304, and on Learning Site
MLLIP1.H	Use sequenced information, such as the alphabet, days of the week, months, seasons, and numbers 0 to 100 in context.	Page 24-25, 42-43, 48, 95, 108-111, 125, 134, 137, 142, 152, 197-198, 202, 217-218, 261, 270, 303-307, and on Learning Site
<u>MLLIP2</u>	The students demonstrate skills necessary to sustain brief oral and written exchanges in the target language. The students:	
MLLIP2.A	Initiate, participate in, and close a brief oral or written exchange.	Page 23, 32, 39, 45, 54-55, 72, 74, 76, 81, 90, 95, 99, 103, 112, 116, 119, 125, 138, 139, 143, 156, 164, 171, 173, 184, 190, 192, 199, 202, 209, 212, 214, 216, 222, 228, 239, 243, and on Learning Site
MLLIP2.B	Use formal and informal forms of address.	Page 21-23, 32, 61-66, 69, 70, 71, 75, 77, 88, 90-91, 111, 130, 134, 138-139, 155, 157, 170, 210, 213, 218, 228, 232-235, 250, 255, 263, 272, and on Learning Site
MLLIP2.C	Demonstrate Novice-Mid proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.	Page 24-29, 42, 48, 63-77, 94, 130, 134-136, 152-155, 157, 174-181, 197-199, 210-217, 228, 232-239, 250, 252, 255, 257, 263, 266, 268, 270-272, 274-275, and on Learning Site
<u>INT</u>	<u>Interpretive Mode of Communication</u>	
<u>MLLINT1</u>	The students demonstrate understanding of simple spoken and written language presented through a variety of media in the target language and based on topics such as self, family, school, etc. The students:	
MLLINT1.A	Identify main ideas and some details when reading and listening.	Page 8-10, 30, 33-35, 38, 41-42, 45, 48, 52-53, 55-57, 60, 70-73, 78-80, 82-84, 91, 94, 100-101, 103-105, 114-116, 119, 122-124, 126-127, 137, 139, 140-141, 143-145, 156, 161-163, 165-166, 177, 182-186, 193, 196-201, 203-204, 214, 216, 218-220, 223-224, 228, 239-241, 244-245, 248-249, 251-254, 256-257, 259-260, 262, 264-265, 267, 269, 271-275, All Ascolto sections on Learning Site

MLLINT1.B	Comprehend simple, culturally authentic announcements, messages, and advertisements.	Page 34, 43, 53, 56, 80, 82, 99, 100, 104, 108, 115, 117, 119, 120, 121, 122, 124, 126, 137, 139-141, 145, 163, 166, 173, 178, 181, 182, 185, 197, 201, 203, 223, 240, 241, 244, 249, 251, 253, 259, 262, 264, 267, 269, 271, 273, 275, and Teacher Resources on Learning Site
MLLINT1.C	Understand simple instructions, such as classroom procedures.	Page 4, 6-7, 9-10, 12, 22-23, 25, 27, 29-35, 38-43, 45, 48-57, 61-62, 68-76, 78-85, 88-91, 93, 95, 98-105, 108-112, 114-116, 119-127, 130, 132-133, 136-146, 151, 153-166, 170-173, 175, 177-186, 190-193, 195-196, 198-204, 209, 211-212, 214-216, 218-224, 228, 230-231, 233-235, 237-245, 248-275, and on Learning Site
MLLINT1.D	Demonstrate Novice-Mid proficiency in listening and reading comprehension.	Page 8-12, 30-31, 33-35, 38, 41-42, 45, 48, 52-53, 55-57, 60, 70-73, 78-80, 82-85, 91, 94, 100-101, 103-105, 114, 115, 116, 119, 122-124, 126-127, 137, 139-141, 143-146, 156, 161-163, 165-166, 177, 182-186, 193, 196-199, 200-201, 203-204, 214, 216, 218-220, 223-224, 228, 239-241, 244-245, 248-249, 251-254, 256-257, 259-260, 262, 264-265, 267, 269, 271-275, and on Learning Site
<u>MLLINT2</u>	The students interpret verbal and non-verbal cues to understand simple spoken and written messages in the target language. The students:	
MLLINT2.A	Differentiate among statements, questions and exclamations.	Page 21-22, 28-29, 32, 39-41, 43-45, 55, 76-78, 81, 90, 95, 97, 100, 103, 114, 116, 120-121, 123, 125, 138-139, 143, 164, 171, 173, 182, 184, 190, 192, 198-200, 202, 209, 212, 214, 216, 219, 222, 239, 243, 252, 257, 260, 265, 267, 269, 271, and on Learning Site
MLLINT2.B	Recognize basic gestures, body language, and intonation that clarify a message.	Page 28, 30, 32, 39-41, 43, 47, 52, 55, 66, 68, 77-79, 81, 84, 91, 95, 99, 100, 101, 103, 108, 110, 113-115, 123, 125, 131, 132, 140, 142, 143, 150, 151, 154-156, 160-164, 172, 182, 184, 191, 193, 198-200, 202, 208, 211, 212, 214, 218, 219, 221, 222, 228, 232, 234, 235, 238, 240, 243, 249, 250, 252-255, 265, 266, 272; Teacher resource video clips on learning site.
<u>P</u> <u>MLLP1</u>	<u>Presentational Mode of Communication</u> The students present information orally and in writing that contains a variety of vocabulary, phrases, and patterns. The students:	

MLI.P1.A	Present information gathered from a variety of sources such as informal conversations, class presentations, interviews, readings, and media.	Page 23, 32, 54, 72, 74, 81, 90, 99, 102, 116, 119, 125, 139, 142, 156, 161, 164, 184, 199, 202, 228, 242, and on Learning Site
MLI.P1.B	Give basic information about self and others including school, family, activities, etc.	Page 32, 39, 54, 74, 81, 102, 136, 142, 151, 155-156, 164, 184, 191, 202, 221, 242, 265, 270, and on Learning Site
MLI.P1.C	Demonstrate Novice-Mid proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics.	Page 23, 32, 39, 54, 72, 74, 81, 90, 99, 102, 116, 119, 125, 136, 139, 142, 151, 155-156, 161, 164, 184, 191, 199, 202, 221, 228, 242, 265, 270, and on Learning Site
<u>MLI.P2</u>	The students present brief, rehearsed material in the target language, such as dialogues, skits, poetry, and songs. The students:	
MLI.P2.A	Demonstrate Novice-Mid proficiency in pronunciation and intonation when presenting rehearsed material.	Page 23, 32, 72, 74, 90, 99, 108, 110, 116, 119, 139, 156, 164, 199, 228
MLI.P2.B	Demonstrate comprehension of rehearsed material.	Page 23, 32, 72, 74, 90, 99, 108, 110, 116, 119, 139, 156, 164, 199, 228
<u>II</u>	Cultural Perspectives, Practices, and Products	
<u>MLI.CU1</u>	The students develop an awareness of perspectives, practices, and products of the cultures where the target language is spoken. The students:	
MLI.CU1.A	Demonstrate knowledge of contributions of target culture(s) to civilization.	Sito Preliminare (Introductory Chapter): Pages 1-18 Page 33-34, 56-57, 82-84, 104-105, 126-127, 144-146, 165-166, 185-186, 223-224, 244-245, Sito Preliminare on Learning Site, Cultura sections for each Sito on Learning site

MLI.CU1.B	Identify commonly held viewpoints of the cultures, such as those relating to time, education, and meals.	Page 97, 115, 117, 120-121, and on Learning Site
MLI.CU1.C	Describe customs and traditions of the cultures such as greetings, celebrations and courtesies.	Page 21-22, 33-34, 144, 165, 203, 223, 306, and on Learning Site
<u>III</u>	Connections, Comparisons, and Communities	
<u>MLI.CCC1</u>	The students use information acquired in the study of the target language and information acquired in other subject areas to reinforce one another. The students:	
MLI.CCC1.A	Demonstrate knowledge of geographical locations and identify major countries, cities, and geographical features of the places where the target language is spoken.	Page 10-17, 33, 43, 56, 82, 104, 126, 144, 165, 185, 203, 223, 244, 248, 251, 255, 259, 262, 264, 267, 269, 271, 273, 275, Cultura sections for each Sito on Learning Site
MLI.CCC1.B	Apply previously learned skills from other subjects, when appropriate to demonstrate knowledge in the target language (e.g. using basic math skills).	Page 42-43, 90, 94-95, 112, 253, and on Learning Site
MLI.CCC1.C	Identify examples of vocabulary, phrases, proverbs, and symbols from the target language that are used in other subjects.	Page 1-3, 18-19, 36-37, 42-43, 58-59, 86-87, 94-95, 106-109, 113-114, 128-129, 137-138, 147, 149, 167, 169, 187, 189, 197-198, 205, 207, 225, 227, 229-231, 246-247, and on Learning Site
MLI.CCC1.D	Relate content from other subject areas to topics discussed in the language class, such as the influence of explorers and settlers on various regions of the United States.	Page 4-7, 10-15, 33-34, 42-43, 56-57, 82-84, 90, 94-95, 104-105, 112, 126-127, 144-146, 165-166, 185-186, 203-204, 223-224, 244-245, 253, and on Learning Site

<u>MLI.CCC2</u>	The students demonstrate an understanding of the significance of culture through comparisons between the culture(s) studied and the students' own culture. The students:	
MLI.CCC2.A	Compare patterns of behavior and interaction in the students' own culture with those of the target language.	Page 1, 19, 21-22, 32, 37, 59, 61, 77, 97, 107, 115-122, 149, 189, 207, 227, 247, and on Learning Site
MLI.CCC2.B	Demonstrate an awareness of elements of the students' own culture	Page 4-5, 21-22, 37, 59, 107, 115-122, 129, 149, 189, 207, 227, 247, and on Learning Site
<u>MLI.CCC3</u>	The students compare basic elements of the target language to the English language. The students:	
MLI.CCC3.A	Recognize similarities and differences in sound systems, writing systems, cognates, gender, and level appropriate idioms.	Page 2-3, 7, 9, 24, 46-48, 89-90, 134-135, 152-153, 158-159, 178-181, 190, 193, 198, 215, 217, 232, 236, and on Learning Site
MLI.CCC3.B	Recognize basic sound distinctions and intonation patterns and their effect on communicating meaning.	Page 24-25, 28, 40, 42, 47, 77, 94, 217, All Ascolto sections on Learning Site
<u>MLI.CCC4</u>	The students demonstrate an awareness of current events in the target culture(s). The students:	
MLI.CCC4.A	Give information regarding major current events of the target culture(s).	Page 34, 56, 82, 104, 126, 141, 145, 166, 185, 201, 203, 223, 244, 253, and on Learning Site
MLI.CCC4.B	Understand the impact of current events of the target culture(s).	Page 34, 56, 82, 104, 126, 145, 166, 185, 203, 223, 244, and on Learning Site

<u>MLI.CCC5</u>	The students identify situations and resources in which target language skills and cultural knowledge may be applied beyond the classroom setting, for recreational, educational, and occupational purposes. The students:	
MLI.CCC5.A	Identify examples of the target language and the culture(s) studied that are evident in and through media, entertainment, and technology.	Page 3-7, 17, 27, 46, 56, 79, 82, 104, 126-127, 203, 223, 228, 241, 244-245, 249, 252, 256, 262, and on Learning Site
MLI.CCC5.B	Identify resources, such as individuals and organizations accessible through the community or the Internet, that provide basic cultural information about the culture(s) studied.	Page 34, 56, 82, 104, 126, 145, 166, 185, 203, 223, 244, Teacher Resources on Learning Site