

Instructional Material Program: DAVVERO 1

2020 New Jersey Student Learning Standards - World Languages (NJSL-S-WL)

PROFICIENCY LEVEL: NOVICE HIGH

INTERPRETIVE MODE OF COMMUNICATION

Novice High learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.

CORE IDEA: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

Performance Expectations	Examples from the program
<p>7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.</p>	<p>p. 21 (act. 1, 2), p. 24 (act. 8), p. 29 (act. 1, 2), p. 30 (act. 8), p. 31 (act. 9), p. 32 (act. 14), p. 33 (act. 15), p. 36 (act. 21, 22), p. 38 (act. 32), p. 51 (act. 1, 2), p. 57 (act. 17), p. 62 (act. 29), p. 73 (act. 54), p. 75 (act. 1, 2), p. 86 (act. 27), p. 87 (act. 28), p. 99 (act. 1-2), p. 105 (act. 20), p. 106 (act. 23), p. 110 (act. 31), p. 111 (act. 34), p. 123 (act. 1, 2), p. 127 (act. 11), p. 134 (act.27), p. 135 (act. 29), p. 136 (act. 31), p. 137 (act. 32), p. 147 (act. 56), p. 149 (act. 1, 2), p. 151 (act. 6), p. 154 (act. 12), p. 160 (act. 29, 30), p. 173 (act. 1 2), p. 174 (act. 4), p. 177 (act. 9), p. 182 (act. 19, 20), p. 186 (act. 28), p. 187 (act. 30), p. 194 (act. 47), p. 197 (act. 51, 52), p. 199 (act. 1, 2), p. 210 (act. 34), p. 221 (act. 59), p. 225 (act. 12), p. 232 (act. 31), p. 256 (act. 35), p. 257 (act. 36), p. 267 (act. 58), p. 269 (act. 1, 2, 3), p. 280 (act. 29, 30), p. 299 (act. 20), p. 302 (act. 28), p. 313 (act. 52), p. 315 (act. 1, 2), p. 324 (act. 34), p. 337 (act. 1, 2), p. 346 (act. 29), p. 347 (act. 31), p. 357 (act. 51, 52), p. 359 (act. 1, 2), p. 368 (act. 33), p. 369 (act. 35, 36), p. 381 (act. 1, 2), p. 382 (act. 7), p. 385 (act. 22), p. 386 (act. 26, 27, 28), p. 389 (act. 38), p. 390 (act. 42, 43)</p>
<p>7.1.NH.IPRET.2: Understand the main idea</p>	<p>p. 24 (act. 9), p. 30 (act. 7), p. 31 (act. 10), p. 38 (act. 31), p. 39 (act. 36), p. 49 (act. 58), p. 54 (act. 11), p. 57 (act. 17), p. 61</p>

<p>and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.</p>	<p>(act. 26), p. 62 (act. 28), p. 63 (act. 30), p. 86 (act. 26), p. 105 (act. 20), p. 106 (act. 23), p. 110 (act. 31, 32), p. 111 (act. 33), p. 127 (act. 10), p. 135 (act. 29), p. 136 (act. 30), p. 147 (act. 56), p. 152 (act. 8), p. 157 (act. 17), p. 160 (act. 28), p. 185 (act. 26), p. 186 (act. 27), p. 197 (act. 54), p. 202 (act. 10), p. 210 (act. 33), p. 231 (act. 28), p. 232 (act. 30), p. 249 (act. 11), p. 256 (act. 34), p. 280 (act. 28), p. 294 (act. 5), p. 298 (act. 18), p. 299 (act. 19), p. 302 (act. 27), p. 321 (act. 23, 24), p. 324 (act. 33), p. 346 (act. 28), p. 357 (act. 50), p. 360 (act. 5), p. 363 (act. 14), p. 368 (act. 32), p. 379 (act. 56), p. 382 (act. 4, 6, 7), p. 383 (act. 11, 12, 15), p. 385 (act. 21, 23, 24), p. 389 (act. 37, 39), p. 390 (act. 41), p. 401 (act. 67, 69)</p>
<p>7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.</p>	
<p>7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).</p>	<p>p. 38 (act. 31, 32), p. 39 (act. 36), p. 256 (act. 34, 35), p. 379 (act. 58)</p>
<p>7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.</p>	<p>p. 23 (act. 6), p. 25 (act. 12, 13), p. 26 (act. 14-17), p. 31 (act. Adesso tocca a te!), p. 32 (act. 14), p. 33 (act. 16), p. 35 (act. 19, 20), p. 36 (act. 23), p. 39 (act. 36), , p. 43 (act. 47, 48, 49), p. 47 (act. 57), p. 53 (act. 6), p. 54 (act. 7, 8, 9), p. 55 (act. 12), p. 56 (act. 15, 16), p. 57 (act. 18, 19), p. 59 (act. 23), p. 60 (act. 24), p. 66 (act. 33-39), p. 67 (act. 40, 41, 42, 43), p. 70 (act. 44, 45, 47, 48), p. 71 (act. 51), p. 77 (act. 7), p. 78 (act. 9), p. 79 (act. 10), p. 81 (act. 14), p. 83 (act. 21, 22), p. 85 (act. 24), p. 87 (act. 29, 30), p. 90 (act. 32-38), p. 91 (act. 39, 40, 41), p. 94 (act. 42-47), p. 95 (act. 50), p. 101 (act. 8), p. 102 (act. 9, 10, 11), p. 104 (act. 17), p. 105 (act. 18, 21), p. 107 (act. 25, 26), p. 114 (act. 37-40), p. 115 (act. 44, 46), p. 118 (act. 49, 50), p. 119 (act. 52, 53, 54, 55, 56), p. 126 (act. 7, 8), p. 129 (act. 14), p. 130 (act. 18), p. 131 (act. 20, 21), p. 133 (act. 24), p. 140 (act. 36, 37, 38, 39, 40, 41), p. 141 (act. 42-44), p. 144 (act. 45, 46, 47, 48), p. 145 (act. 49, 50, 51), p. 150 (act. 5), p. 153 (act. 9, 10), p. 156 (act. 14, 15, 16), p. 158 (act. 22), p. 159 (act. 23, 24), p. 161 (act. 33, 34), p. 164 (act. 35, 36, 37, 38, 39, 40), p. 165 (act. 41, 42, 43), p. 168 (act. 44, 45, 46), p. 169 (act. 47-50), p. 176 (act. 6, 7), p. 179 (act. 11, 12, 13), p. 181 (act. 16, 17), p. 185 (act. 24, 25), p. 190 (act. 33-39), p. 191 (act. 40-42), p. 194</p>

	<p>(act. 43-46), p. 195 (act. 48-50), p. 201 (act. 7), p. 202 (act. 9, 11), p. 203 (act. 12), p. 204 (act. 15, 16, 17), p. 205 (act. 21, 22), p. 207 (act. 25, 26), p. 208 (act. 29), p. 214 (act. 38-44), p. 215 (act. 45, 46, 47), p. 218 (act. 48, 49), p. 219 (act. 53-56), p. 224 (act. 4, 7, 8), p. 226 (act. 14), p. 228 (act. 19), p. 229 (act. 20), p. 231 (act. 26, 27), p. 236 (act. 36-42), p. 237 (act. 43, 44, 45), p. 240 (act. 46-51), p. 241 (act. 52, 53, 54), p. 248 (act. 9, 10), p. 249 (act. 12), p. 250 (act. 14), p. 251 (act. 17), p. 252 (act. 18, 19), p. 254 (act. 26, 27), p. 255 (act. 28), p. 257 (act. 37), p. 260 (act. 40-44), p. 261 (act. 46, 47), p. 264 (act. 48-50, 52), p. 265 (act. 52-55), p. 271 (act. 6), p. 272 (act. 7, 8), p. 275 (act. 15-18), p. 279 (act. 25), p. 281 (act. 32), p. 284 (act. 34-38), p. 285 (act. 40-42), p. 288 (act. 43, 44), p. 289 (act. 46, 47, 48, 49), p. 293 (act. 2), p. 294 (act. 6), p. 295 (act. 9), p. 296 (act. 11), p. 297 (act. 14, 15), p. 300 (act. 24), p. 301 (act. 25), p. 306 (act. 32-37), p. 307 (act. 39, 40, 41), p. 310 (act. 42-46), p. 311 (act. 47-50), p. 317 (act. 8-10), p. 319 (act. 15-17), p. 320 (act. 21, 22), p. 321 (act. 25, 26), p. 323 (act. 30, 31), p. 325 (act. 35), p. 328 (act. 38-43), p. 329 (act. 44-46), p. 332 (act. 47-51), p. 333 (act. 52-54), p. 339 (act. 7-9), p. 341 (act. 14, 16), p. 343 (act. 19-22), p. 345 (act. 25), p. 350 (act. 34-39), p. 351 (act. 40-42), p. 354 (act. 43-47), p. 355 (act. 48, 49), p. 360 (act. 6), p. 361 (act. 10), p. 364 (act. 15, 17), p. 365 (act. 20), p. 366 (act. 24, 25), p. 367 (act. 28-31), p. 372 (act. 38-44), p. 373 (act. 45-47), p. 376 (act. 48-50), p. 377 (act. 52-54), p. 382 (act. 8), p. 383 (act. 9, 13), p. 384 (act. 18, 19), p. 387 (act. 30), p. 388 (act. 33, 34, 35), p. 394 (act. 47-51), p. 395 (act. 53-55), p. 398 (act. 58), p. 399 (act. 62-65)</p>
<p>7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).</p>	<p>p. 22 (act. 4), p. 31 (act. 9, 10), p. 33 (act. 15), p. 38 (act. 31, 32), p. 39 (act. 33-36), p. 46 (act. 50, 51), p. 47 (act. 57), p. 60 (act. 25), p. 61 (act. 26), p. 71 (act. 51), p. 76 (act. 4), p. 77 (act. 6), p. 78 (act. 8), p. 79 (act. 10), p. 80 (act. 12, 13), p. 95 (act. 50), p. 97 (act. 51), p. 100 (act. 4, 6), p. 101 (act. 7), p. 103 (act. 12), p. 104 (act. 15-16), p. 108 (act. 29), p. 118 (act. 47, 48), p. 121 (act. 58), p. 124 (act. 4), p. 125 (act. 6), p. 128 (act. 12), p. 130 (act. 17), p. 132 (act. 23), p. 133 (act. 26), p. 135 (act. 29), p. 136 (act. 30, 31), p. 137 (act. 32), p. 147 (act. 52, 53, 54), p. 155 (act. 13), p. 157 (act. 17), p. 158 (act. 20, 21), p. 159 (act. 26), p. 169 (act. 50), p. 171 (act. 52, 53), p. 175 (act. 5), p. 177 (act. 9), p. 178 (act. 10), p. 200 (act. 3, 4), p. 201 (act. 6), p. 202 (act. 10), p. 204 (act. 14), p. 205 (act. 20), p. 210 (act. 33, 34), p. 211 (act. 36), p. 221 (act. 57), p. 224 (act. 6), p. 228 (act. 18), p. 233 (act. 34), p. 241 (act. 54), p. 243 (act. 56, 57),</p>

	<p>p. 247 (act. 6), p. 251 (act. 16), p. 253 (act. 22, 23), p. 254 (act. 25), p. 267 (act. 56), p. 271 (act. 5), p. 272 (act. 10), p. 274 (act. 14), p. 275 (act. 19, 20), pp. 276-277 (act. 22), p. 278 (act. 23), p. 291 (act. 51-53), p. 294 (act. 5), p. 295 (act. 8), p. 296 (act. 12), p. 297 (act. 15), p. 313 (act. 52), p. 316 (act. 5), p. 317 (act. 7), p. 318 (act. 13, 14), p. 319 (act. 19), p. 322 (act. 27, 28), p. 335 (act. 56, 57), p. 339 (act. 6, 10), p. 340 (act. 12), p. 342 (act. 18), p. 361 (act. 9), p. 363 (act. 14), p. 365 (act. 19), p. 384 (act. 17), p. 387 (act. 29), p. 388 (act. 32, 36)</p>
<p>7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.</p>	<p>p. 23 (act. 7), p. 24 (act. 11), p. 30 (act. 4), p. 32 (act. 12, 13), p. 34 (act. 18), p. 37 (act. 28, 29), p. 49 (act. 59), p. 52 (act. 4, 5), p. 54 (act. 11), p. 56 (act. 14), p. 58 (act. 20, 21), p. 59 (act. 22), p. 80 (act. 12, 13), p. 81 (act. 15), p. 82 (act. 18), p. 84 (act. 23), p. 95 (act. 50), p. 108 (act. 29), p. 114 (act. 41, 42), p. 129 (act. 13), p. 135 (act. 29), p. 136 (act. 30, 31), p. 150 (act. 4), p. 151 (act. 7), p. 159 (act. 26), p. 175 (act. 5), p. 180 (act. 15), p. 183 (act. 21), p. 184 (act. 23), p. 185 (act. 26), p. 202 (act. 10), p. 206 (act. 24), p. 208 (act. 28), p. 209 (act. 30), p. 211 (act. 36), p. 219 (act. 56), p. 223 (act. 1, 2), p. 225 (act. 10, 11), p. 227 (act. 15, 16), p. 228 (act. 18), p. 230 (act. 23), p. 245 (act. 1, 2), p. 246 (act. 4, 5), p. 247 (act. 6, 7), p. 255 (act. 29, 32), p. 267 (act. 57), p. 270 (act. 4), p. 275 (act. 19, 20), p. 279 (act. 26), p. 293 (act. 1, 3), p. 296 (act. 13), p. 300 (act. 23), p. 303 (act. 29, 30), p. 319 (act. 19), p. 338 (act. 4), p. 341 (act. 15), p. 344 (act. 24), p. 361 (act. 11), p. 366 (act. 22, 23), p. 367 (act. 27, 31)</p>
<p>7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.</p>	

INTERPERSONAL MODE OF COMMUNICATION

Novice High learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, places, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.

CORE IDEA: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.

Performance Expectations	Examples from the program
<p>7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.</p>	<p>p. 21 (act. 2, 3), p. 22 (act. 5), p. 24 (act. 10), p. 29 (act. 3), p. 30 (act. 5, 6, 8), p. 31 (act. 10, 11, Adesso tocca a te!), p. 32 (act. 14), p. 33 (act. 16, 17), p. 35 (act. 19, 20, Adesso tocca a te!), p. 36 (act. 21, 23-26), p. 37 (act. 27), p. 39 (act. 36), p. 42 (act. 37-46), p. 46 (act. 52-54), p. 47 (act. 55, 56, 57), p. 49 (act. 58, 60), p. 51 (act. 1, 3), p. 53 (act. 6), p. 54 (act. 7-10), p. 55 (act. 12, 13, Adesso tocca a te!), p. 56 (act. 15, 16), p. 57 (act. 18, 19, Adesso tocca a te!), p. 59 (act. 23), p. 60 (act. 24), p. 61 (act. Adesso tocca a te!), p. 63 (act. 31, 32), p. 66 (act. 33-39), p. 70 (act. 44-48), p. 71 (act. 49, 51, 52), p. 73 (act. 53, 54, 55), p. 74 (act. CF: Presentare i modelli di famiglia del proprio Paese), p. 75 (act. 1, 3), p. 76 (act. 5), p. 78 (act. 9), p. 79 (act. 11, Adesso tocca a te!), p. 81 (act. 14, 16, 17, Adesso tocca a te!), p. 83 (act. 19-22), p. 84 (act. 23), p. 85 (act. 24), p. 87 (act. 29-31), p. 90 (act. 32-38), p. 94 (act. 45-47), p. 97 (act. 51, 53), p. 99 (act. 1, 3), p. 100 (act. 4, 5, 6), p. 101 (act. 7), p. 102 (act. 9, 10, 11), p. 103 (act. 13, Adesso tocca a te!), p. 104 (act. 14, 17), p. 105 (act. 19, 21, 22, Adesso tocca a te!), p. 106 (act. 23), p. 107 (act. 25, 26), p. 108 (act. 28), p. 109 (act. Adesso tocca a te!), p. 111 (act. 35, 36), p. 114 (act. 37-43), p. 121 (act. 57, 59), p. 122 (act. CF: Fare la lista delle cose che vi rendono felici la domenica), p. 123 (act. 1), p. 125 (act. 6), p. 126 (act. 7-9), p. 127 (act. Adesso tocca a te!), p. 129 (act. 14), p. 130 (act. 16, 17, 19), p. 131 (act. 20, 21, Adesso tocca a te!), p. 132 (act. 22, 23), p. 133 (act. 24, 25), p. 137 (act. 33, 34, 35), p. 140 (act. 36-41), p. 145 (act. 49), p. 147 (act. 52, 53, 55), p. 148 (act. CF: Fare un'inchiesta sul consumo alimentare), p. 149 (act. 1, 2), p. 151 (act. 6), p. 153 (act. 9, 10, Adesso tocca a te!), p. 154 (act. 12), p. 156 (act. 14-16), p. 157 (act. 18, 19), p. 158 (act. 20), p. 161 (act. 31, 32), p. 164 (act. 35-40), p. 166 (act. Write useful verbs to describe events in your life), p. 171 (act. 51),</p>

p. 172 (act. CF: Elaborare la linea del tempo della classe, CF: Intervistare un compagno e scrivere il suo CV del 2035), p. 173 (act. 1, 3), p. 174 (act. 4), p. 175 (act. 5), p. 179 (act. 11, 12, 13), p. 181 (act. 16, 17), p. 183 (act. 21, 22), p. 185 (act. 24, 25), p. 186 (act. 29), p. 190 (act. 33, 34, 35, 36, 37, 38, 39), p. 186 (act. 27), p. 194 (act. 43, 45, 46), p. 197 (act. 51, 53, 55), p. 198 (act. CF: Promuovere una città da visitare), p. 199 (act. 1, 2), p. 201 (act. 5, 8), p. 202 (act. 10), p. 203 (act. 13, Adesso tocca a te!), p. 204 (act. 18), p. 205 (act. 19, 21-23, Adesso tocca a te!), p. 207 (act. 25-27), p. 208 (act. 29), p. 209 (act. Adesso tocca a te!), p. 211 (act. 35, 37), p. 218 (act. 48-52), p. 221 (act. 57, 58, 61), p. 223 (act. 1, 3), p. 224 (act. 5, 6), p. 225 (act. 9, 11, 12, Adesso tocca a te!), p. 226 (act. 13), p. 227 (act. 15, 17), p. 229 (act. 21, Adesso tocca a te!) p. 230 (act. 22, 23), p. 231 (act. 24, 25), p. 232 (act. 32), p. 233 (act. 33), p. 240 (act. 46-51), p. 243 (act. 55, 56, 58), p. 244 (act. CF: Presentare un compagno di classe), p. 245 (act. 2, 3), p. 249 (act. Adesso tocca a te!), p. 250 (act. 13, 15), p. 251 (act. 16, 17), p. 252 (act. 21), p. 253 (act. Adesso tocca a te!), p. 254 (act. 24, 26), p. 255 (act. 30, 31, 33), p. 257 (act. 38), p. 267 (act. 56), p. 268 (act. CF: Arredare gli spazi di una scuola), p. 269 (act. 1, 2), p. 271 (act. 5, 6), p. 272 (act. 7, 8), p. 273 (act. 11), p. 274 (act. 13, 14), p. 275 (act. 15, 16, 17, 18), pp. 276-277 (act. 22), p. 278 (act. 24), p. 279 (act. 27), p. 281 (act. 31, 32), p. 284 (act. 34-38), p. 291 (act. 50, 54), p. 293 (act. 1, 3), p. 294 (act. 4, 6), p. 295 (act. 9, 10, Adesso tocca a te!), p. 296 (act. 11, 12), p. 297 (act. 14, 15, Adesso tocca a te!), p. 298 (act. 16, 17, 18), p. 300 (act. 24), p. 301 (act. 25), p. 306 (act. 32, 33, 35-37), p. 310 (act. 42-46), p. 313 (act. 51, 52), p. 315 (act. 1, 3), p. 316 (act. 6), p. 317 (act. 8-10), p. 318 (act. 14), p. 319 (act. 15, 16, 17, 20, Adesso tocca a te!), p. 321 (act. 23, 24, 25), p. 323 (act. 30-32, Adesso tocca a te!), p. 325 (act. 36, 37), p. 328 (act. 38-43), p. 332 (act. 47, 48, 49, 50, 51), p. 335 (act. 55), p. 336 (act. CF: Scambiarsi consigli sulla gestione del tempo), p. 337 (act. 1, 2, 3), p. 338 (act. 4), p. 339 (act. 6, 10), p. 340 (act. 11), p. 341 (act. 14), p. 342 (act. 17, 18), p. 343 (act. 19, 20, 21, 22), p. 344 (act. 23, 24), p. 345 (act. 25, 26), p. 347 (act. 30, 31, 32, 33), p. 350 (act. 34-39), p. 354 (act. 43-47), p. 357 (act. 50, 53), p. 358 (act. CF: Fare un'infografica sulle abitudini d'acquisto e i prodotti più comprati della classe), p. 359 (act. 1-3), p. 360 (act. 5, 7), p. 361 (act. 8-11, Adesso tocca a te!), p. 362 (act. 13), p. 363 (act. 14), p. 364 (act. 18), p. 365 (act. 20), p. 366 (act. 24, 25), p. 367 (act. 28-31), p. 368 (act. 32, 34), p. 369 (act. 35-37), p. 372 (act. 38-44), p. 376 (act. 48-50), p. 379 (act. 55, 57), p. 380 (act. Descrivere varie

	tipologie di turisti), p. 381 (act. 1, 2, 3), p. 382 (act. 5, 6, 8), p. 383 (act. 9, 10, 11, 13, 14), p. 384 (act. 16, 20), p. 385 (act. 21, 22, 24), p. 386 (act. 26-28), p. 387 (act. 29), p. 388 (act. 32-35), p. 389 (act. 37, 38), p. 391 (act. 44, 45, 46), p. 398 (act. 56-61), p. 401 (act. 66, 68, 70)
7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.	p. 33 (act. 17), p. 39 (act. 34), p. 62 (act. 28), p. 81 (act. 16), p. 85 (act. Adesso tocca a te!), p. 108 (act. 29), p. 109 (act. 30), p. 148 (act. CF: Fare un'inchiesta sul onsume alimentare), p. 152 (act. 8), p. 153 (act. 11), p. 159 (act. 25), p. 161 (act. 31), p. 171 (act. 53), p. 172 (act. CF: Intervistare un compagno e scrivere il suo CV del 2035), p. 197 (act. 51), p. 209 (act. 31-32), p. 210 (act. 33), p. 218 (act. 51, 52), p. 279 (act. Adesso tocca a te!), p. 294 (act. 4), p. 295 (act. 7), p. 298 (act. 16, 17), p. 299 (act. 20-22), p. 316 (act. 4, 5), p. 319 (act. 18, Adesso tocca a te!), p. 338 (act. 5), p. 358 (act. CF: Fare un'infografica sulle abitudini d'acquisto e I prodotti più comprati della classe), p. 360 (act. 4), p. 361 (act. 12), p. 365 (act. 21), p. 401 (act. 67), p. 402 (act. CF: Redigere il decalogo civico della classe)
7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.	p. 37 (act. 30, Adesso tocca a te!), p. 83 (act. 19, 20), p. 85 (act. Adesso tocca a te!), p. 98 (act. CF: Fare un'infografica su gusti e preferenze della classe), p. 103 (act. Adesso tocca a te!), p. 122 (act. CF: Fare la lista delle cose che vi rendono felici la domenica), p. 123 (act. 3), p. 124 (act. 4, 5), p. 127 (act. Adesso tocca a te!), p. 129 (act. 15), p. 134 (act. 27, 28), p. 176 (act. 8), p. 178 (act. 10), p. 180 (act. 15), p. 182 (act. 19), p. 186 (act. 27), p. 187 (act. 31), p. 200 (act. 3-4), p. 201 (act. 8), p. 203 (act. 13), p. 203 (act. Adesso tocca a te!), p. 204 (act. 18), p. 206 (act. 24), p. 209 (act. Adesso tocca a te!), p. 222 (act. CF: Scegliere un regalo per un compagno), p. 229 (act. Adesso tocca a te!), p. 246 (act. 4), p. 248 (act. 8), p. 252 (act. 20), p. 267 (act. 58), p. 272 (act. 9), p. 303 (act. 31), p. 314 (act. CF: Creare uno spazio virtuale della classe in cui offrire servizi), p. 341 (act. 13), p. 387 (act. 31)
7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.	p. 181 (act. 18), p. 202 (act. 9, 11), p. 203 (act. 12, 13, Adesso tocca a te!), p. 204 (act. 18), p. 314 (act. CF: Creare uno spazio virtuale della classe in cui offrire servizi), p. 345 (act. 27, Adesso tocca a te!), p. 366 (act. 22, 26), p. 376 (act. 51)
7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common	p. 25 (act. 12, 13), p. 31 (act. 11, Adesso tocca a te!), p. 39 (act. 33, 34, 35), p. 43 (act. 47-49), p. 46 (act. 50, 51), p. 50

<p>idiomatic expressions of the target culture(s)/language during daily interactions.</p>	<p>(act. CF: Realizzare un fotoromanzo su saluti e presentazioni), p. 50 (act. CF: Creare e compilare un modulo d’iscrizione), p. 55 (act. 13), p. 67 (act. 40-43), p. 71 (act. 50), p. 77 (act. 7), p. 91 (act. 39, 40), p. 94 (act. 42, 43, 44), p. 95 (act. 48, 49), p. 101 (act. 8), p. 103 (act. Adesso tocca a te!), p. 115 (act. 44, 45, 46), p. 118 (act. 47-50), p. 119 (act. 54, 56), p. 141 (act. 42-44), p. 145 (act. 50, 51), p. 158 (act. 22), p. 159 (act. 26), p. 161 (act. 33), p. 165 (act. 41-43), p. 168 (act. 46), p. 169 (act. 50), p. 176 (act. 7), p. 187 (act. 31), p. 191 (act. 40, 41, 42, 43), p. 194 (act. 44), p. 195 (act. 48, 50), p. 201 (act. 7), p. 204 (act. 15, 16, 17), p. 207 (act. 26), p. 211 (act. 36), p. 214 (act. 38-42), p. 215 (act. 45-47), p. 219 (act. 56), p. 221 (act. 60), p. 224 (act. 8), p. 231 (act. 26), p. 236 (act. 36), p. 237 (act. 43-45), p. 241 (act. 52, 53, 54), p. 248 (act. 9), p. p. 260 (act. 40, 43), p. 261 (act. 46, 47), p. 265 (act. 55), p. 285 (act. 40-42), p. 289 (act. 48, 49), p. 307 (act. 39, 40, 41), p. 311 (act. 47, 49), p. 325 (act. 35, 36), p. 329 (act. 44-46), p. 333 (act. 52-53), p. 351 (act. 40-42), p. 355 (act. 49), p. 373 (act. 45-47), p. 377 (act. 52-54), p. 336 (act. CF: Raccontare un’esperienza di viaggio particolare o memorabile), p. 394 (act. 47-51), p. 395 (act. 53-55), p. 399 (act. 63, 6)</p>
<p>7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.</p>	
<p>PRESENTATIONAL MODE OF COMMUNICATION</p>	
<p>Novice High learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.</p>	
<p>CORE IDEA: Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	
<p>Performance Expectations</p>	<p>Examples from the program</p>
<p>7.1.NH.PRSNT.1: Recombine basic information at the phrase</p>	<p>p. 44 (act. Write down the reasons why you study Italian), p. 46 (act. 53), p. 50 (act. CF: Creare e compilare un modulo d’iscr-</p>

<p>and sentence level related to everyday topics and themes.</p>	<p>zione), p. 93 (act. Write adjectives to describe your personality), p. 94 (act. 45), p. 114 (act. 43), p. 122 (act. CF: Fare la lista delle cose che vi rendono felici la domenica), p. 135 (act. Adesso tocca a te), p. 148 (act. CF: Presentare la spesa tipica del proprio Paese, CF: Fare un'inchiesta sul consumo alimentare), p. 166 (act. Write useful verbs to describe events in your life), p. 168 (act. 44, 45), p. 172 (act. CF: Intervistare un compagno e scrivere il suo CV del 2035), p. 177 (act. Adesso tocca a te!), p. 181 (act. Adesso tocca a te!), p. 185 (act. Adesso tocca a te!), p. 187 (act. 32), p. 198 (act. CF: Promuovere una città da visitare), p. 204 (act. 18), p. 222 (act. CF: Descrivere il regalo più bello e più brutto), p. 226 (act. 14), p. 227 (act. 17), p. 229 (act. 20), p. 231 (act. 29), p. 244 (act. CF: Presentare tre cose indispensabili nel tuo Paese), p. 249 (act. Adesso tocca a te!), p. 253 (act. Adesso tocca a te!), p. 257 (act. 39), p. 264 (act. 51), p. 267 (act. 59), p. 278 (act. 24), p. 275 (act. Adesso tocca a te!), p. 279 (act. 25), p. 281 (act. 33), p. 292 (act. CF: Preparare la presentazione di una decade della moda nel tuo Paese), p. 301 (act. Adesso tocca a te!), p. 306 (act. 34, 38), p. 313 (act. 54), p. 317 (act. Adesso tocca a te!), p. 319 (act. 20), p. 336 (act. CF: Scambiarsi consigli sulla gestione del tempo), p. 336 (act. CF: Immaginare e presentare una società del futuro funzionale e sana), p. 339 (act. Adesso tocca a te!), p. 341 (act. Adesso tocca a te!), p. 345 (act. Adesso tocca a te!), p. 361 (act. Adesso tocca a te!), p. 365 (act. Adesso tocca a te!), p. 367 (act. Adesso tocca a te!), p. 369 (act. 37), p. 379 (act. 59), p. 380 (act. Descrivere varie tipologie di turista, CF: Raccontare un'esperienza di viaggio particolare o memorabile), p. 383 (act. Adesso tocca a te!), p. 384 (act. 17, 20), p. 385 (act. 25, Adesso tocca a te!), p. 389 (act. Adesso tocca a te!), p. 394 (act. 52), p. 402 (act. CF: Redigere il decalogo civico della classe)</p>
<p>7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.</p>	<p>p. 37 (act. Adesso tocca a te!), p. 49 (act. 60), p. 50 (act. CF: Realizzare un fotoromanzo su saluti e presentazioni), p. 79 (act. Adesso tocca a te!), p. 97 (act. 54), p. 98 (act. CF: Fare un'infografica su gusti e preferenze della classe), p. 98 (act. CF: Trovare il/la compagno/a con cui si ha più affinità), p. 107 (act. 24, 27), p. 122 (act. CF: Preparare un test per un compagno e decidere che tipo di vita fa), p. 127 (act. Adesso tocca a te!), p. 135 (act. Adesso tocca a te), p. 137 (act. 35), p. 147 (act. 56), p. 148 (act. CF: Presentare la spesa tipica del proprio Paese), p. 159 (act. Adesso tocca a te!), p. 172 (act. CF: Elaborare la linea del tempo della classe, CF Intervistare un compagno e scrivere il suo CV del 2035), p. 177 (act. Adesso tocca a te!), p. 179 (act. 14), p. 181 (act. Adesso tocca a te!), p. 198 (act. CF: Promuovere una città da visitare), p. 222 (act. CF: Descrivere il</p>

	<p>regalo più bello e più brutto), p. 229 (act. Adesso tocca a te!), p. 231 (act. Adesso tocca a te!), p. 243 (act. 57), p. 250 (act. 14), p. 253 (act. Adesso tocca a te!), p. 255 (act. Adesso tocca a te!), p. 273 (act. 12, Adesso tocca a te!), p. 284 (act. 39), p. 288 (act. 45), p. 292 (act. CF: Fare un cartellone con i ricordi della scuola primaria), p. 296 (act. 12), p. 301 (act. Adesso tocca a te!), p. 309 (act. Write the name of the tools you use most often), p. 313 (act. 53, 54), p. 314 (act. CF: Presentare un'attività fai da te che ti piace o che ti piacerebbe imparare), p. 316 (act. 6), p. 318 (act. 12), p. 323 (act. 29), p. 335 (act. 58), p. 358 (act. CF: Fare un'infografica sulle abitudini d'acquisto e i prodotti più comprati della classe), p. 364 (act. 16), p. 390 (act. 43), p. 402 (act. CF: Redigere il decalogo civico della classe)</p>
<p>7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.</p>	<p>p. 55 (act. Adesso tocca a te!), p. 61 (act. 27, Adesso tocca a te!), p. 63 (act. 31, 32), p. 70 (act. 46), p. 71 (act. 49), p. 73 (act. 55, 56), p. 74 (act. CF: Presentare i modelli di famiglia del proprio Paese, CF Presentare le persone più importanti della tua vita), p. 85 (act. 25), p. 103 (act. 13, Adesso tocca a te!), p. 179 (act. 14), p. 177 (act. CF: Dare informazioni e descrivere un quartiere), p. 222 (act. CF: Descrivere il regalo più bello e più brutto), p. 244 (act. CF: Presentare tre cose indispensabili nel tuo Paese), p. 255 (act. Adesso tocca a te!), p. 260 (act. 45), p. 265 (act. 53), p. 268 (act. CF: Arredare gli spazi di una scuola), p. 358 (act. CF: Preparare l'annuncio di un oggetto usato da vendere su una piattaforma web), p. 401 (act. 70)</p>
<p>7.1.NH.PRSNT.4: Tell or retell stories from age-and level-appropriate, culturally authentic materials orally or in writing.</p>	<p>p. 87 (act. 31), p. 107 (act. 27), p. 157 (act. Adesso tocca a te!), p. 159 (act. Adesso tocca a te!), p. 360 (act. 7), p. 361 (act. 9)</p>
<p>7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.</p>	<p>p. 47 (act. 57), p. 66 (act. 39), p. 71 (act. 52), p. 118 (act. 51), p. 301 (act. 26), p. 361 (act. 11), p. 364 (act. 16), p. 365 (act. Adesso tocca a te!), p. 372 (act. 38, 39, 42), p. 336 (act. CF: Raccontare un'esperienza di viaggio particolare o memorabile)</p>
<p>7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate</p>	

change in the student's community and/or different regions in the United States.	
INTERCULTURAL STATEMENTS	
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	
Communities	p. 22 (act. 4), p. 49 (act. 58, 59, 60), p. 73 (act. 53, 54, 55), p. 97 (act. 51, 52, 53), p. 106 (act. 23), p. 109 (act. 30), p. 134 (act. 28), p. 135 (act. 29), p. 137 (act. 32), p. 147 (act. 52, 53), p. 149 (act. 1), p. 150 (act. 4), p. 152 (act. 8), p. 154 (act. 12), p. 171 (act. 52, 53), p. 175 (act. 5), p. 177 (act. 9), p. 180 (act. 15), p. 186 (act. 27, 28, 29), p. 197 (act. 51, 52, 53, 54, 55), p. 199 (act. 1, 2), p. 201 (act. 6), p. 203 (act. Adesso tocca a te!), p. 210 (act. 33, 34), p. 225 (act. 12), p. 230 (act. 23), p. 243 (act. 57), p. 267 (act. 56, 57, 58), p. 291 (act. 51, 52), p. 313 (act. 52), p. 335 (act. 55-58), p. 346 (act. 28, 29), p. 363 (act. 14), p. 379 (act. 59), p. 383 (act. 12), p. 385 (act. 21, 23), p. 387 (act. 31), p. 401 (act. 66, 68)
Animals and their habitats	
Technology	p. 316 (act. 4, 5, 6), p. 317 (act. 7, 11, Adesso tocca a te!), p. 336 (act. CF: Immaginare e presentare una società del futuro funzionale e sana)
Geography	p. 39 (act. 7), p. 49 (act. 60)
Climate	p. 26 (act. 16)
Fine and performing arts	p. 386 (act. 26), p. 388 (act. 32, 36), p. 389 (act. Adesso tocca a te!), p. 390 (act. 41-43), p. 391 (act. 44-46), p. 401 (act. 66-70)
INTERCULTURAL STATEMENTS	
Learners recognize and identify a few typical practices of the target culture.	
Community life	p. 31 (act. 9-10), p. 35 (act. Adesso tocca a te!), p. 38 (act. 31-32), p. 50 (act. CF: Realizzare un fotoromanzo su saluti e presentazioni), p. 56 (act. 14), p. 60 (act. 25), p. 73 (act. 53-55), p. 76 (act. 5), p. 77 (act. 6), p. 86 (act. 26, 27), p. 97 (act. 51-53), p. 101 (act. 7), p. 109 (act. 30), p. 110 (act. 31, 32), p. 121 (act. 57, 58), p. 125 (act. 6), p. 128 (act. 12), p. 130 (act. 17),

	p. 132 (act. 23), p. 133 (act. 26), p. 135 (act. 29), p. 137 (act. 32), p. 178 (act. 10), p. 183 (act. 22), p. 187 (act. 30), p. 201 (act. 5, 6), p. 202 (act. 10), p. 203 (act. Adesso tocca a te!), p. 205 (act. 20), p. 210 (act. 33-34), p. 271 (act. 5), p. 272 (act. 10), p. 274 (act. 14), p. 313 (act. 52), p. 324 (act. 33, 34), p. 335 (act. 55-58), p. 340 (act. 12), p. 342 (act. 18), p. 360 (act. 5), p. 363 (act. 14), p. 379 (act. 59), p. 382 (act. 6), p. 383 (act. 12), p. 386 (act. 26), p. 387 (act. 29), p. 388 (act. 36), p. 401 (act. 66, 68)
Reasons and patterns of animal migration	
Changes to human life because of technology	p. 316 (act. 4, 5), p. 317 (act. 7, 11, Adesso tocca a te!), p. 336 (act. CF: Immaginare e presentare una società del futuro funzionale e sana)
Impact of geography on individuals	
The outcomes of climate change on the target people	
Reflection of a society in its fine and practical arts	p. 386 (act. 26), p. 388 (act. 32, 36), p. 389 (act. Adesso tocca a te!), p. 390 (act. 41, 42, 43), p. 391 (act. 44, 45, 46), p. 401 (act. 66-70)