

Instructional Material Program: DAVVERO 2

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

PROFICIENCY LEVEL: INTERMEDIATE LOW TO INTERMEDIATE HIGH

INTERPRETIVE MODE OF COMMUNICATION

Intermediate High learners understand, with ease and confidence, sentence-length speech in basic personal and social contexts. Devise substantial meaning from some connected texts typically understood by advanced-level listeners and readers. They show evidence of the ability to make inferences about texts by identifying key details of spoken, viewed, and written materials.

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.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.</p>	<p>p. 22 (act. 5, 6), p. 24 (act. 13, 14), p. 28 (act. 32), p. 37 (act. 59), p. 40 (act. 6), p. 44 (act. 24), p. 55 (act. 65), p. 57 (act. Approfondimenti), p. 60 (act. 7, 9), p. 61 (act. 10, 11), p. 62 (act. 16), p. 63 (act. 18), p. 75 (act. 58-60), p. 78 (act. 4), p. 80 (act. 14), p. 82 (act. 22), p. 84 (act. 30, 35), p. 93 (act. 58-60), p. 95 (act. Approfondimenti Fase 1, 2), p. 101 (act. 24), p. 102 (act. 29), p. 103 (act. 34), p. 104 (act. 37), p. 113 (act. 65), p. 116 (act. 6), p. 117 (act. 14), p. 118 (act. 17), p. 119 (act. 19, 24), p. 120 (act. 25, 28), p. 122 (act. 33-36), p. 131 (act. 58), p. 133 (act. Approfondimenti Fase 2, 3), p. 139 (act. 15, 19), p. 140 (act. 21), p. 141 (act. 28), p. 142 (act. 29-31), p. 151 (act. 54, 55), p. 154 (act. 4, 5), p. 155 (act. 12), p. 156 (act. 15), p. 157 (act. 16, 17), p. 158 (act. 24), p. 159 (act. 29, 30), p. 160 (act. 32, 33), p. 169 (act. 57, 60), p. 175 (act. 10, 12), p. 176 (act. 14), p. 180 (act. 33, 36), p. 189 (act. 63, 65), p. 194 (act. 5), p. 195 (act. 11), p. 196 (act. 14), p. 199 (act. 27), p. 209 (act. 56, 57), p. 213 (act. 6), p. 214 (act. 13, 14), p. 215 (act. 19), pp. 216-217 (act. 24), p. 218 (act. 30, 31), p. 227 (act. 54, 55), p. 236 (act. 23), p. 247 (act. 59, 60), p. 254 (act. 22), p. 256 (act. 28, 29), p. 265 (act. 54, 55), p. 272 (act. 13), p. 273 (act. 15), p. 275 (act. 28), p. 276 (act. 32), p. 285 (act. 59-61), p. 288 (act. 5), p. 292 (act. 25, 26, 29), p. 294</p>

	(act. 33, 34), p. 303 (act. 61), p. 309 (act. 11), p. 312 (act. 22), p. 330 (act. 26), p. 341 (act. 57, 58), p. 343 (act. Approfondimenti Fase 2, 3)
<p>7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.</p>	<p>p. 23 (act. 11), p. 25 (act. 21), p. 26 (act. 24), p. 27 (act. 25, 28), p. 28 (act. 33-37), p. 31 (act. 46, 47), p. 40 (act. 5), p. 41 (act. 10), p. 43 (act. 21), p. 45 (act. 29, 31), p. 46 (act. 37), p. 49 (act. 47, 48), p. 55 (act. 64), p. 57 (act. Approfondimenti), p. 60 (act. 5), p. 62 (act. 15), p. 64 (act. 23), p. 66 (act. 32, 33), p. 79 (act. 11), p. 81 (act. 17), p. 82 (act. 22), p. 83 (act. 23, 26), p. 84 (act. 32-33, 36), p. 98 (act. 5), p. 99 (act. 9, 14), p. 100 (act. 16, 17, 20, 21), p. 102 (act. 31), p. 104 (act. 37), p. 113 (act. 66), p. 117 (act. 14, 15), p. 118 (act. 17), p. 119 (act. 19), p. 120 (act. 26), p. 131 (act. 59), p. 136 (act. 5), p. 137 (act. 10), p. 138 (act. 14), p. 139 (act. 18), p. 141 (act. 27), p. 142 (act. 31), p. 151 (act. 56, 57), p. 155 (act. 8, 11), p. 156 (act. 15), p. 158 (act. 24), p. 159 (act. 30), p. 174 (act. 5), p. 177 (act. 19), p. 178 (act. 24), p. 179 (act. 28, 29), p. 180 (act. 32, 34), p. 195 (act. 11), p. 197 (act. 19), p. 198 (act. 23), p. 200 (act. 31, 33), p. 213 (act. 10, 11), p. 215 (act. 21), p. 217 (act. 28), p. 218 (act. 30), p. 229 (act. Approfondimenti Fase 1-3), p. 232 (act. 5, 7), p. 233 (act. 9), p. 234 (act. 13, 14), p. 235 (act. 19), p. 237 (act. 28), p. 238 (act. 30, 31), p. 250 (act. 8), p. 253 (act. 14, 16), p. 254 (act. 22, 23), p. 255 (act. 24, 25), p. 256 (act. 31), p. 267 (act. Approfondimenti Fase 2, 3), p. 271 (act. 10), p. 272 (act. 14), p. 273 (act. 19), p. 274 (act. 20, 23), p. 276 (act. 33), p. 289 (act. 11, 12), p. 290 (act. 16, 17), p. 294 (act. 35), p. 303 (act. 62), p. 309 (act. 10), p. 311 (act. 18), p. 313 (act. 24, 27), p. 323 (act. 57, 58), p. 326 (act. 6), p. 328 (act. 16, 19), p. 329 (act. 20), p. 331 (act. 32), p. 332 (act. 35, 36), p. 347 (act. 12), p. 348 (act. 15), p. 349 (act. 17, 18, 19, 23), p. 350 (act. 24, 25), p. 351 (act. 26, 29), p. 352 (act. 31, 32), p. 361 (act. 61)</p>
<p>7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.</p>	<p>p. 27 (act. 29, 30), p. 37 (act. 60), p. 41 (act. 9), p. 44 (act. 25), p. 45 (act. 30), p. 49 (act. 48), p. 61 (act. 11, 13), p. 69 (act. 46), p. 81 (act. 18), p. 83 (act. 28, 29), p. 87 (act. 45), p. 98 (act. 4), p. 99 (act. 10-13), p. 100 (act. 19), p. 101 (act. 26), p. 117 (act. 7-13), p. 119 (act. 20, 24), p. 120 (act. 27), p. 125 (act. 46), p. 141 (act. 26), p. 154 (act. 6), p. 157 (act. 21, 22), p. 159 (act. 28), p. 175 (act. 7), p. 177 (act. 17), p. 179 (act. 30), p. 194 (act. 6), p. 213 (act. 9), p. 235 (act. 15, 16), p. 255 (act. 24), p. 259 (act. 40), p. 267 (act. Approfondimenti Fase 3), p. 274 (act. 21, 26), p. 279 (act. 46, 47), p. 297 (act. 47), p. 309 (act. 11), p. 310 (act. 13), p. 314 (act. 33), p. 317 (act. 45, 46), p. 335 (act. 48), p. 347 (act. 11)</p>

<p>7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics.</p>	<p>p. 22 (act. 5, 6), p. 42 (act. 15), p. 46 (act. 36), p. 55 (act. 65, 68), p. 57 (act. Approfondimenti), p. 75 (act. 56, 57), p. 95 (act. Approfondimenti Fase 1, 2), p. 139 (act. 15, 19), p. 151 (act. 54), p. 171 (act. Approfondimenti Fase 1, 2), p. 191 (act. Approfondimenti Fase 2), p. 196 (act. 14), p. 200 (act. 30), p. 212 (act. 5), p. 252 (act. 13), p. 267 (act. Approfondimenti Fase 2-3), p. 276 (act. 31), p. 293 (act. 30), p. 305 (act. Approfondimenti Fase 1, 2), p. 310 (act. 14), p. 326 (act. 10), p. 327 (act. 11), p. 343 (act. Approfondimenti Fase 2, 3), p. 363 (act. Approfondimenti Fase 1)</p>
<p>7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p>	<p>p. 21 (act. 1, 2), p. 27 (act. 26), p. 39 (act. 1, 2), p. 40 (act. 4), p. 43 (act. 17, 19), p. 49 (act. 45), p. 59 (act. 1, 2), p. 61 (act. 11, 12), p. 65 (act. 30), p. 66 (act. 35), p. 77 (act. 1, 2), p. 79 (act. 5), p. 81 (act. 15), p. 81 (act. 19), p. 83 (act. 24, 25), p. 97 (act. 1, 2), p. 115 (act. 1, 2), p. 119 (act. 18), p. 121 (act. 29-32), p. 131 (act. 57), p. 135 (act. 1, 2), p. 137 (act. 7, 9), p. 139 (act. 16), p. 153 (act. 1, 2), p. 173 (act. 1, 2), p. 175 (act. 6, 9, 11), p. 177 (act. 16, 20, 21), p. 179 (act. 25, 27), p. 193 (act. 1, 2), p. 195 (act. 7-9), p. 197 (act. 16), p. 199 (act. 25, 26, 28), p. 209 (act. 58, 59), p. 211 (act. 1, 2), p. 213 (act. 7, 11), p. 214 (act. 16, 17), p. 215 (act. 20), p. 217 (act. 26, 27), p. 218 (act. 32), p. 231 (act. 1, 2), p. 232 (act. 6), p. 233 (act. 8, 10, 11), p. 236 (act. 25), p. 237 (act. 26), p. 249 (act. 1, 2), p. 250 (act. 7), p. 253 (act. 15, 18, 19), p. 255 (act. 26), p. 269 (act. 1-3), p. 271 (act. 6, 7, 8), p. 273 (act. 16, 17), p. 274 (act. 22, 25, 26), p. 275 (act. 29, 30), p. 276 (act. 35, 36), p. 287 (act. 1, 2), p. 289 (act. 6-8), p. 290 (act. 14, 15, 18), p. 293 (act. 32), p. 307 (act. 1, 2), p. 309 (act. 8), p. 313 (act. 23, 25), p. 314 (act. 28, 29), p. 325 (act. 1, 2), p. 327 (act. 12), p. 331 (act. 30), p. 345 (act. 1, 2), p. 347 (act. 6-10), p. 351 (act. 27), p. 352 (act. 34)</p>
<p>7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).</p>	<p>p. 103 (act. 35), p. 159 (act. 25), p. 170 (act. CF: Scrivere la trama commentata di un libro o di un film), p. 270 (act. 5), p. 329 (act. 20), p. 346 (act. 5)</p>
<p>7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.</p>	<p>p. 23 (act. 7, 9, 10), p. 25 (act. 17), p. 27 (act. 27, 29, 30), p. 30 (act. 40), p. 41 (act. 9, 11), p. 43 (act. 16, 18, 20), p. 44 (act. 26, 27), p. 48 (act. 44), p. 61 (act. 11), p. 62 (act. 17), p. 63 (act. 19, 20), p. 65 (act. 25, 27, 29), p. 69 (act. 46), p. 79 (act. 5-9), p. 84 (act. 33, 34), p. 87 (act. 45), p. 98 (act. 4, 6), p. 100 (act. 16, 17), p. 102 (act. 30, 32), p. 103 (act. 36), p. 104 (act. 39), p. 116 (act. 6), p. 120 (act. 27), p. 121 (act. 30), p. 125 (act. 46), p. 137 (act. 8), p. 141 (act. 25), p. 154 (act. 6), p. 157 (act. 18, 19, 20),</p>

	p. 159 (act. 26, 27), p. 163 (act. 44, 45), p. 177 (act. 21), p. 197 (act. 17, 18), p. 215 (act. 22), p. 235 (act. 16, 17, 20, 21), p. 236 (act. 24), p. 250 (act. 5, 9), p. 265 (act. 55), p. 271 (act. 8, 11), p. 272 (act. 12), p. 276 (act. 35), p. 291 (act. 20, 21, 22, 23), p. 297 (act. 47), p. 301 (act. 57, 58, 59), p. 308 (act. 4, 5), p. 309 (act. 7, 9), p. 311 (act. 15, 16, 19, 20), p. 314 (act. 31, 32), p. 326 (act. 5, 7, 9), p. 327 (act. 13, 14), p. 328 (act. 17), p. 329 (act. 21, 22, 23), p. 330 (act. 28), p. 331 (act. 31, 33), p. 332 (act. 37, 38), p. 341 (act. 59), p. 349 (act. 20, 21), p. 351 (act. 28), p. 355 (act. 46, 47), p. 361 (act. 60)
7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change.	p. 133 (act. Approfondimenti Fase 2, 3), p. 288 (act. 5), p. 289 (act. 11, 12)

INTERPERSONAL MODE OF COMMUNICATION

Intermediate High learners exchange information in spontaneous spoken or written conversations and some discussions on a variety of familiar and some concrete topics that they have researched, using connected sentences that may form paragraphs and asking a variety of questions, often across various time frames.

CORE IDEA: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

Performance Expectations	Examples from the program
7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.	p. 21 (act. 1, 3), p. 22 (act. 4-6), p. 23 (act. 7-12, Adesso tocca a te!), p. 24 (act. 13, 14), p. 25 (act. 16, 17), p. 26 (act. 24), p. 28 (act. 32, 35-37), p. 30 (act. 38-43), p. 31 (act. 44-47), p. 34 (act. 48-53), p. 37 (act. 57-60), p. 38 (act. CF: Preparare un test di personalità per l'insegnante), p. 39 (act. 1, 3), p. 40 (act. 6, 7, 8), p. 41 (act. 10, Adesso tocca a te!), p. 42 (act. 14, 15), p. 43 (act. 16, 22), p. 45 (act. 29, 30, Adesso tocca a te!), p. 46 (act. 34, 35, 36, 38, 39, 40), p. 48 (act. 41-44), p. 49 (act. 45-48), p. 51 (act. 49-51), p. 52 (act. 52-58), p. 55 (act. 63, 66, 67), p. 59 (act. 1, 3), p. 60 (act. 4, 8), p. 61 (act. Adesso tocca a te!), p. 62 (act. 14, 17), p. 63 (act. 18, 21), p. 64 (act. 22), p. 65 (act. 24, 25, 26, 28), p. 66 (act. 34), p. 68 (act. 38-42), p. 69 (act. 43), p. 72 (act. 47-52), p. 75 (act. 56, 58), p. 77 (act. 1, 2), p. 79 (act. 6-9, 12), p. 81 (act. 15, 18, 19), p. 83 (act. 24, 25, 28), p. 84 (act. 33, 34), p. 86 (act. 38-42), p. 87 (act. 43-45), p. 89 (act. 46, 47), p. 90 (act. 48-53), p. 97 (act. 1, 3), p. 98 (act. 4, 6-8), p. 99 (act. 9-14),

p. 100 (act. 16, 17, 18, 20, 21, 22), p. 101 (act. 23, 24, 26), p. 102 (act. 28, 29, 30, 32, 33), p. 103 (act. 34, Adesso tocca a te!), p. 104 (act. 40, 41), p. 106 (act. 42-47), p. 107 (act. 48-52), p. 109 (act. 53-56), p. 110 (act. 57-61), p. 113 (act. 65, 67, 68), p. 115 (act. 1, 3), p. 116 (act. 4-6), p. 117 (act. 7-11, 13), p. 118 (act. 16), p. 119 (act. 19, 20, 22, 23, 24), p. 120 (act. 25, 27, 28), p. 121 (act. 29-31), p. 122 (act. 33, 35, 36), p. 124 (act. 38-42), p. 125 (act. 43-46), p. 128 (act. 47-52), p. 131 (act. 56, 58, 60), p. 133 (act. Approfondimenti Fase 1, 2, 3, 4), p. 135 (act. 1, 3), p. 136 (act. 4, 5), p. 137 (act. 6, 7, 9-11), p. 138 (act. 13, 14), p. 139 (act. 15, 17, 19), p. 141 (act. p. 141 (act. 22, 24-28), p. 142 (act. 32), p. 144 (act. 34-37), p. 145 (act. 38, 39, 40, 41), p. 147 (act. 42, 43, 44), p. 148 (act. 45-49), p. 149 (act. 50, 51, 52), p. 151 (act. 53, 55-57), p. 153 (act. 1, 3), p. 154 (act. 4-7), p. 157 (act. 17-22), p. 159 (act. 25-28, 31, Adesso tocca a te!), p. 160 (act. 34, 35, 36), p. 162 (act. 37-41), p. 163 (act. 42-45), p. 165 (act. 46, 47), p. 166 (act. 48-52), p. 167 (act. 53-55), p. 169 (act. 56, 58, 59, 61, 62), p. 173 (act. 1, 3), p. 175 (act. 6, 7, 8, 11, Adesso tocca a te!), p. 176 (act. 13, 14), p. 177 (act. 16-18, 21), p. 178 (act. 23, 24), p. 179 (act. 25, 26, 28, 29, 30, 31, Adesso tocca a te!), p. 180 (act. 35, 37), p. 182 (act. 38-43), p. 183 (act. 44, 45, 46), p. 185 (act. 47, 48, 49, 50), p. 186 (act. 51-58), p. 187 (act. 59-61), p. 189 (act. 62, 63, 64, 66), p. 191 (act. Approfondimenti Fase 1-4), p. 193 (act. 1, 3), p. 194 (act. 5, 6), p. 195 (act. 7, 8, 9, 12, Adesso tocca a te!), p. 196 (act. 13, 15), p. 197 (act. 16-18, 20), p. 198 (act. 22, 23), p. 199 (act. 24, 27), p. 200 (act. 32-35), p. 202 (act. 36-40), p. 203 (act. 41-43), p. 205 (act. 44-46), p. 206 (act. 47-52), p. 207 (act. 53-55), p. 209 (act. 56, 59), p. 211 (act. 1, 3), p. 212 (act. 4), p. 213 (act. 7, 11, Adesso tocca a te!), p. 214 (act. 13, 14, 16, 17), p. 215 (act. 18, 20-22), p. 217 (act. 26, 27), p. 218 (act. 33), p. 220 (act. 35-39), p. 221 (act. 40-43), p. 224 (act. 44-49), p. 225 (act. 50-52), p. 231 (act. 1, 3), p. 232 (act. 5-7), p. 233 (act. 8, 9, 10, 11), p. 234 (act. 13, 14), p. 235 (act. 15, 17, 20, 21), p. 236 (act. 23-25), p. 237 (act. 26), p. 240 (act. 34-40), p. 241 (act. 41-44), p. 243 (act. 45-47), p. 244 (act. 48-54), p. 245 (act. 55-57), p. 247 (act. 58-60), p. 249 (act. 1, 3, 4), p. 250 (act. 7), p. 251 (act. 10, 11), p. 252 (act. 13), p. 253 (act. 14, 15, 17-19), p. 254 (act. 20, 22, 23), p. 255 (act. 26), p. 258 (act. 32-37), p. 259 (act. 38-40), p. 261 (act. 41-43), p. 262 (act. 44-49), p. 263 (act. 50-52), p. 269 (act. 1-3), p. 270 (act. 4, 5), p. 271 (act. 6, 7, 11), p. 272 (act. 13, 14), p. 273 (act. 16, 17, Adesso tocca a te!), p. 274 (act. 21, 22, 24, 25, 26), p. 276 (act. 33, 34), p. 278 (act. 38-43), p. 279 (act. 44-48), p. 282 (act. 49-54), p. 283 (act. 55-57), p. 285 (act. 60, 61), p. 286 (act. CF: Redigere un testo argomentativo su pro e contro dell'era 2.0), p. 287 (act. 1, 3), p. 288 (act. 4), p. 289 (act. 6-9, 10, 13, Adesso tocca a te!), p. 290 (act. 15, 16, 17, 18), p. 291

	<p>(act. 20-23), p. 292 (act. 25-29), p. 293 (act. 31), p. 294 (act. 37), p. 296 (act. 38-43), p. 297 (act. 44-47), p. 299 (act. 48-50), p. 300 (act. 51-56), p. 301 (act. 57-59), p. 303 (act. 61, 62), p. 307 (act. 1, 3), p. 308 (act. 4), p. 309 (act. 7-9), p. 311 (act. 15-20), p. 312 (act. 21, 22), p. 313 (act. 23, 25, Adesso tocca a te!), p. 314 (act. 28, 31, 32, 33, 34), p. 316 (act. 35-41), p. 317 (act. 42-46), p. 320 (act. 47-52), p. 321 (act. 53-55), p. 323 (act. 56, 60), p. 325 (act. 1, 3), p. 326 (act. 7-10), p. 327 (act. 11-14), p. 328 (act. 19), p. 329 (act. 23, 24, Adesso tocca a te!), p. 330 (act. 25, 27, 29), p. 332 (act. 38, 39), p. 334 (act. 40-45), p. 335 (act. 46-48), p. 337 (act. 49, 50), p. 338 (act. 51-54), p. 339 (act. 55, 56), p. 341 (act. 60, 61), p. 343 (act. Approfondimenti Fase 1-4), p. 345 (act. 1, 3), p. 346 (act. 4, 5), p. 347 (act. 6, 7, 8, 9, 11, 13, Adesso tocca a te!), p. 348 (act. 15), p. 349 (act. 18, 23), p. 350 (act. 24, 25), p. 351 (act. 27, 28), p. 352 (act. 34, 35), p. 354 (act. 37-42), p. 355 (act. 43-47), p. 357 (act. 48-50), p. 358 (act. 51-55), p. 359 (act. 56-58), p. 361 (act. 61, 62)</p>
<p>7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.</p>	<p>p. 21 (act. 3), p. 25 (act. 20, Adesso tocca a te!), p. 26 (act. 23), p. 28 (act. 37), p. 38 (act. CF: Elaborare una playlist per un momento della giornata), p. 42 (act. 13), p. 44 (act. 23, 24, 28), p. 45 (act. Adesso tocca a te!), p. 55 (act. 62), p. 60 (act. 6), p. 65 (act. 31), p. 80 (act. 14), p. 83 (act. 27), p. 100 (act. 15), p. 101 (act. 25, 27, Adesso tocca a te!), p. 103 (act. Adesso tocca a te!), p. 104 (act. 38), p. 138 (act. 13, 14), p. 140 (act. 20), p. 141 (act. 23), p. 155 (act. 9, 10), p. 156 (act. 14), p. 158 (act. 23), p. 159 (act. 31, Adesso tocca a te!), p. 169 (act. 61), p. 174 (act. 4, 5), p. 175 (act. 8), p. 176 (act. 15), p. 180 (act. 35, 37), p. 189 (act. 62, 66), p. 194 (act. 4), p. 195 (act. Adesso tocca a te!), p. 199 (act. 29), p. 213 (act. 8), p. 214 (act. 15), p. 215 (act. 19), p. 216 (act. 23), p. 217 (act. 25), p. 227 (act. 53, 56), p. 232 (act. 4), p. 236 (act. 22), p. 237 (act. 27, 29), p. 238 (act. 32, 33), p. 250 (act. 6), p. 251 (act. 12), p. 254 (act. 23), p. 255 (act. 25, 27), p. 256 (act. 31), p. 265 (act. 53, 56), p. 271 (act. 8, Adesso tocca a te!), p. 273 (act. 15, 18, 19), p. 275 (act. 27, 28, Adesso tocca a te!), p. 276 (act. 37), p. 285 (act. 58), p. 288 (act. 5), p. 290 (act. 19), p. 291 (act. 24), p. 294 (act. 36), p. 309 (act. 6), p. 310 (act. 13), p. 311 (act. Adesso tocca a te!), p. 314 (act. 30), p. 323 (act. 57), p. 326 (act. 4), p. 328 (act. 15, 18), p. 331 (act. 34), p. 349 (act. 19), p. 351 (act. 26, 30), p. 352 (act. 33, 36), p. 361 (act. 59)</p>
<p>7.1.IH.IPERS.3: Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across</p>	<p>p. 24 (act. 15), p. 28 (act. 35), p. 65 (act. Adesso tocca a te!), p. 98 (act. 8), p. 116 (act. 5), p. 117 (act. 12), p. 155 (act. 13), p. 175 (act. Adesso tocca a te!), p. 177 (act. 22), p. 179 (act. 31, Adesso tocca a te!), p. 189 (act. 64), p. 199 (act. Adesso tocca a te!), p. 233 (act. Adesso tocca a te!), p. 247 (act. 61), p. 253 (act. 14, Adesso tocca a te!), p. 254 (act. 21), p. 256 (act. 30),</p>

<p>time frames.</p>	<p>p. 265 (act. 57), p. 303 (act. 60), p. 311 (act. Adesso tocca a te!), p. 313 (act. 26), p. 323 (act. 59), p. 348 (act. 14)</p>
<p>7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.</p>	<p>p. 31 (act. 45, 47), p. 35 (act. 54-56), p. 49 (act. 47, 48), p. 53 (act. 59-61), p. 61 (act. 11), p. 66 (act. 35), p. 69 (act. 45, 46), p. 73 (act. 53, 54, 55), p. 86 (act. 38), p. 87 (act. 44, 45), p. 91 (act. 54, 55, 56), p. 104 (act. 39), p. 107 (act. 51, 52), p. 111 (act. 62, 63, 64), p. 129 (act. 53, 54, 55), p. 145 (act. 40, 41), p. 149 (act. 50, 51, 52), p. 163 (act. 44, 45), p. 167 (act. 53, 54, 55), p. 183 (act. 46), p. 187 (act. 59, 60, 61), p. 197 (act. 21), p. 197 (act. 25, 26, 28), p. 203 (act. 42, 43), p. 207 (act. 53-55), p. 209 (act. 58, 59), p. 221 (act. 42, 43), p. 225 (act. 50, 51, 52), p. 241 (act. 44), p. 245 (act. 55-57), p. 259 (act. 39, 40), p. 263 (act. 50, 51, 52), p. 265 (act. 55), p. 279 (act. 48), p. 283 (act. 55, 56, 57), p. 297 (act. 46, 47), p. 301 (act. 57, 58, 59), p. 317 (act. 44, 45, 46), p. 321 (act. 53-55), p. 335 (act. 48), p. 339 (act. 55, 56), p. 355 (act. 46), p. 359 (act. 56-58)</p>
<p>7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.</p>	<p>p. 23 (act. 12, Adesso tocca a te!), p. 25 (act. 20, Adesso tocca a te!), p. 56 (act. CF: Elaborare un volantino per promuovere un'attività fisica), p. 57 (act. Approfondimenti), p. 76 (act. CF: Presentare un progetto di recupero), p. 78 (act. 3, 4), p. 79 (act. 10), p. 80 (act. 13, 14), p. 81 (act. 16, 20), p. 82 (act. 21, 22), p. 84 (act. 35, 37), p. 93 (act. 57-61), p. 94 (act. CF: Proporre un progetto di domotica per la classe, CF: Redigere una notizia di argomento scientifico), p. 95 (act. Approfondimenti Fase 1, 3), p. 99 (act. Adesso tocca a te!), p. 104 (act. 40), p. 114 (act. CF: Partecipare a un recruiting day, CF: Redigere una lettera di motivazione), p. 131 (act. 60), p. 132 (act. CF: Scrivere un mini poema a più mani), p. 133 (act. Approfondimenti Fase 1), p. 152 (act. CF: Organizzare un itinerario di viaggio in Italia, CF: Descrivere un sito d' interesse), p. 158 (act. 24), p. 170 (act. CF: Preparare un programma culturale per la classe), p. 171 (act. Approfondimenti Fase 1, 2, 3), p. 190 (act. CF: Creare un evento gastronomico dedicato a una regione italiana), p. 196 (act. 14), p. 210 (act. CF: Proporre una filosofia di vita alternativa), p. 212 (act. 5), p. 213 (act. 12), p. 217 (act. 29), p. 228 (act. CF: Fare una proposta per modernizzare una tradizione), p. 229 (act. Approfondimenti Fase 1-4), p. 235 (act. 15), p. 237 (act. 28, Adesso tocca a te!), p. 248 (act. CF: Redigere un manifesto contro il sessismo), p. 251 (act. Adesso tocca a te!), p. 266 (act. CF: Realizzare un progetto per una mostra sul tema dell'identità), p. 267 (act. Approfondimenti Fase 1-4), p. 286 (act. CF: Partecipare a una riunione di un'associazione di consumatori), p. 293 (act. 32), p. 304 (act. CF: Elaborare un "Lo sapevi che...?" su mentalità e comportamenti green), p. 305 (act. Approfondimenti Fase 1-3), p. 309 (act. 12), p. 310 (act. 14), p. 311 (act. Adesso tocca a te!), p. 324 (act. CF: Realizzare un reportage "Sulle tracce di..."),</p>

	p. 342 (act. CF: Scrivere e rappresentare una scena teatrale), p. 343 (act. Approfondimenti Fase 1), p. 351 (act. Adesso tocca a te!), p. 362 (act. CF: Creare uno spot per trasmettere dei modelli sociali realistici), p. 363 (act. Approfondimenti, fase 1-3)
7.1.IH.IPERS.6: Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.	p. 238 (act. 33), p. 288 (act. 4, 5), p. 289 (act. 13), p. 289 (act. 10, 13, Adesso tocca a te!)

PRESENTATIONAL MODE OF COMMUNICATION

Intermediate High learners use connected sentences and some paragraph level language independently to communicate information, make presentations, and express thoughts about familiar and some unfamiliar topics. They use increasingly complex vocabulary and structures, compare points of view and perspectives, and write or speak original pieces such as essays, stories, and poems. Intermediate High learners demonstrate evidence of Advanced Low proficiency but lack consistency in maintaining the advanced level.

CORE IDEA: Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

Performance Expectations	Examples from the program
7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.	p. 23 (act. Adesso tocca a te!), p. 27 (act. 31, Adesso tocca a te!), p. 55 (act. 65, 68), p. 61 (act. Adesso tocca a te!), p. 66 (act. 34-37), p. 75 (act. 61), p. 76 (act. CF: Presentare un progetto di recupero, CF: Creare un oggetto con materiale riciclato), p. 79 (act. 10, Adesso tocca a te!), p. 81 (act. Adesso tocca a te!), p. 83 (act. Adesso tocca a te!), p. 94 (act. CF: Proporre un progetto di domotica per la classe, CF: Redigere una notizia di argomento scientifico), p. 95 (act. Approfondimenti Fase 3), p. 113 (act. 68), p. 117 (act. Adesso tocca a te!), p. 119 (act. 23, Adesso tocca a te!), p. 121 (act. Adesso tocca a te!), p. 122 (act. 37), p. 132 (act. CF: Scrivere un mini poema a più mani, CF: Scrivere la cronistoria di un'epoca importante del proprio Paese), p. 133 (act. Approfondimenti Fase 4), p. 137 (act. 12), p. 139 (act. Adesso tocca a te!), p. 141 (act. Adesso tocca a te!), p. 142 (act. 33), p. 152 (act. CF: Organizzare un itinerario di viaggio in Italia, CF: Descrivere un sito d' interesse), p. 169 (act. 62), p. 171 (act. Approfondimenti Fase 3), p. 175 (act. Adesso tocca a te!),

	<p>p. 177 (act. Adesso tocca a te!), p. 195 (act. 10), p. 197 (act. Adesso tocca a te!), p. 209 (act. 60), p. 215 (act. Adesso tocca a te!), p. 217 (act. Adesso tocca a te!), p. 218 (act. 34), p. 233 (act. Adesso tocca a te!), p. 235 (act. Adesso tocca a te!), p. 248 (act. CF: Redigere un manifesto contro il sessismo, CF: Creare e sostenere una campagna di sensibilizzazione per il rispetto degli animali), p. 253 (act. Adesso tocca a te!), p. 265 (act. 57), p. 266 (act. CF: Raccontare una storia di integrazione), p. 267 (act. Approfondimenti Fase 4), p. 276 (act. 31), p. 285 (act. 62), p. 293 (act. Adesso tocca a te!), p. 294 (act. 35), p. 303 (act. 63), p. 305 (act. Approfondimenti Fase 3), p. 309 (act. Adesso tocca a te!), p. 313 (act. 27), p. 323 (act. 59), p. 324 (act. CF: Realizzare un reportage “Sulle tracce di...”, CF: Raccontare la storia di un ristorante in cui si fondono diverse tradizioni culinarie), p. 332 (act. 39), p. 341 (act. 61), p. 343 (act. Approfondimenti, fase 4), p. 349 (act. 20, Adesso tocca a te!), p. 352 (act. 35), p. 361 (act. 63, 64), p. 363 (act. Approfondimenti Fase 3)</p>
<p>7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.</p>	<p>p. 43 (act. Adesso tocca a te!), p. 57 (act. Approfondimenti), p. 94 (act. CF: Proporre un progetto di domotica per la classe), p. 95 (act. Approfondimenti Fase 3), p. 99 (act. Adesso tocca a te!), p. 113 (act. 68), p. 117 (act. Adesso tocca a te!), p. 119 (act. 23, Adesso tocca a te!), p. 122 (act. 37), p. 132 (act. CF: Scrivere un mini poema a più mani, CF: Scrivere la cronistoria di un'epoca importante del proprio Paese), p. 141 (act. Adesso tocca a te!), p. 142 (act. 33), p. 151 (act. 58), p. 152 (act. CF: Organizzare un itinerario di viaggio in Italia, CF: Descrivere un sito d'interesse), p. 155 (act. Adesso tocca a te!), p. 157 (act. Adesso tocca a te!), p. 175 (act. Adesso tocca a te!), p. 209 (act. 60), p. 228 (act. CF: Fare una proposta per modernizzare una tradizione, CF: Scrivere un articolo di opinione su un'opera architettonica contemporanea), p. 237 (act. Adesso tocca a te!), p. 266 (act. CF: Realizzare un progetto per una mostra sul tema dell'identità), p. 267 (act. Approfondimenti Fase 4), p. 286 (act. CF: Partecipare a una riunione di un'associazione di consumatori, CF: Redigere un testo argomentativo su pro e contro dell'era 2.0), p. 311 (act. 17), p. 313 (act. Adesso tocca a te!), p. 323 (act. 60), p. 324 (act. CF: Realizzare un reportage “Sulle tracce di...”, CF: Raccontare la storia di un ristorante in cui si fondono diverse tradizioni culinarie), p. 327 (act. Adesso tocca a te!), p. 342 (act. CF: Scrivere e rappresentare una scena teatrale, CF: Ideare la striscia di un fumetto per un concorso)</p>
<p>7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual</p>	<p>p. 38 (act. CF: Preparare un test di personalità per l'insegnante, CF: Elaborare una playlist per un momento della giornata), p. 55 (act. 68), p. 56 (act. CF: Elaborare un volantino per promuovere un'attività fisica, CF: Raccontare la storia di uno/a sportivo/a),</p>

<p>prompts on familiar and unfamiliar topics and situations.</p>	<p>p. 63 (act. Adesso tocca a te!), p. 76 (act. CF: Presentare un progetto di recupero, CF: Creare un oggetto con materiale riciclato), p. 94 (act. CF: Proporre un progetto di domotica per la classe, CF: Redigere una notizia di argomento scientifico), p. 137 (act. Adesso tocca a te!), p. 142 (act. 33), p. 152 (act. CF: Organizzare un itinerario di viaggio in Italia, CF: Descrivere un sito d' interesse), p. 157 (act. Adesso tocca a te!), p. 170 (act. CF: Preparare un programma culturale per la classe, CF: Scrivere la trama commentata di un libro o di un film), p. 171 (act. Approfondimenti Fase 3), p. 179 (act. Adesso tocca a te!), p. 191 (act. Approfondimenti Fase 4), p. 210 (act. CF: Organizzare il proprio anno sabbatico), p. 253 (act. Adesso tocca a te!), p. 266 (act. CF: Realizzare un progetto per una mostra sul tema dell'identità), p. 293 (act. Adesso tocca a te!), p. 309 (act. Adesso tocca a te!), p. 313 (act. Adesso tocca a te!), p. 324 (act. CF: Realizzare un reportage "Sulle tracce di..."), p. 362 (act. CF: Creare uno spot per trasmettere dei modelli sociali realistici)</p>
<p>7.1.IH.PRSNT.4: Use language creatively in writing for a variety of purposes.</p>	<p>p. 27 (act. Adesso tocca a te!), p. 57 (act. Approfondimenti), p. 81 (act. Adesso tocca a te!), p. 69 (act. 44), p. 84 (act. 31), p. 94 (act. CF: Redigere una notizia di argomento scientifico), p. 100 (act. 19), p. 114 (act. CF: Partecipare a un recruiting day), p. 121 (act. Adesso tocca a te!), p. 132 (act. CF: Scrivere un mini poema a più mani), p. 137 (act. 6, 9-11, Adesso tocca a te!), p. 189 (act. 66), p. 190 (act. CF: Creare un evento gastronomico dedicato a una regione italiana, CF: Scrivere la ricetta di una tua specialità), p. 195 (act. Adesso tocca a te!), p. 227 (act. 57), p. 248 (act. CF: Creare e sostenere una campagna di sensibilizzazione per il rispetto degli animali), p. 255 (act. Adesso tocca a te!), p. 291 (act. Adesso tocca a te!), p. 294 (act. 37), p. 304 (act. CF: Preparare un TED Talk su un'iniziativa sostenibile), p. 329 (act. Adesso tocca a te!), p. 331 (act. Adesso tocca a te!), p. 352 (act. 36), p. 362 (act. CF: Creare uno spot per trasmettere dei modelli sociali realistici, CF: Scrivere una poesia)</p>
<p>7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.</p>	<p>p. 23 (act. Adesso tocca a te!), p. 27 (act. 31), p. 56 (act. CF: Raccontare la storia di uno/a sportivo/a), p. 65 (act. 24, 25, 26, 28, 30, 31, Adesso tocca a te!), p. 75 (act. 61), p. 93 (act. 61), p. 101 (act. Adesso tocca a te!), p. 133 (act. Approfondimenti Fase 4), p. 197 (act. Adesso tocca a te!), p. 213 (act. 12), p. 229 (act. Approfondimenti Fase 4), p. 233 (act. 12), p. 251 (act. Adesso tocca a te!), p. 276 (act. 37), p. 304 (act. CF: Preparare un TED Talk su un'iniziativa sostenibile), p. 304 (act. CF: Elaborare un "Lo sapevi che...?" su mentalità e comportamenti green), p. 305 (act. Approfondimenti Fase 3), p. 349 (act. 22), p. 351 (act. Adesso tocca a te!)</p>

<p>7.1.IH.PRSNT.6: Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.</p>	<p>p. 288 (act. 4, 5), p. 289 (act. 10, Adesso tocca a te!)</p>
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INTERCULTURAL STATEMENTS

Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.

<p>Current events</p>	<p>p. 55 (act. 67, 68), p. 104 (act. 37, 40), p. 232 (act. 4)</p>
<p>Contemporary and emerging global issues including migration,</p>	
<p>Population</p>	<p>p. 252 (act. 13)</p>
<p>Discrimination</p>	<p>p. 133 (act. Approfondimenti Fase 2, 3), p. 238 (act. 30-33), p. 254 (act. 20-22), p. 255 (act. Adesso tocca a te!)</p>
<p>Resources</p>	
<p>Climate change</p>	<p>p. 288 (act. 4, 5), p. 289 (act. 13)</p>

INTERCULTURAL STATEMENTS

Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.

<p>Impact of current events and global issues on the target culture societies and on the students' own society</p>	<p>p. 55 (act. 67), p. 66 (act. 37), p. 232 (act. 4-7), p. 234 (act. 13, 14), p. 235 (act. 15), p. 237 (act. 27, 29), p. 237 (act. Adesso tocca a te!), p. 238 (act. 30-33), p. 248 (act. CF: Redigere un manifesto contro il sessismo, CF: Creare e sostenere una campagna di sensibilizzazione per il rispetto degli animali), p. 251 (act. Adesso tocca a te!), p. 255 (act. Adesso tocca a te!), p. 289 (act. 13)</p>
<p>Effects of population growth and migration across the globe</p>	<p>p. 252 (act.13)</p>
<p>Environmental degradation and protections</p>	

Discrimination and other conflicts that affect the world	p. 133 (act. Approfondimenti Fase 2, 3), p. 238 (act. 30-33)
The allocation of scarce resources	