

*Nostra storia* brings together the magic of storytelling with real-world tasks in order to cultivate both students' communicative ability and intercultural understanding.

### Overview of *Nostra storia 2*

Each unit in *Nostra storia 2* is based on a different AP® subtheme. **The use of subthemes in this curriculum framework helps guide storylines, authentic texts, communicative tasks, and cultural content.**

The primary components in each unit of Level 2 include:

- **Stories:** Each *racconto* (short story) targets four to six structures in a compelling and comprehensible way, and includes audio to increase understanding. There are several options for introducing students to these target structures, including:
  - Total Physical Response (TPR®)
  - Personalized Questions and Answers (PQAs)
  - Co-Created Class Stories (scripts and circling examples provided in the first two *racconti* of Unit 1)
- **Comprehension Activities:** After reading a story, comprehension activities allow students another opportunity to interact with the target structures, be exposed to more varied input, and demonstrate their understanding.
- **Communicative Tasks:** Interpretive, interpersonal, and presentational speaking and writing tasks draw from and expand on what students were exposed to in story sections and prepare students for the Integrated Performance Assessment (IPA) at the end of Unit 1. These tasks provided in Unit 1 are designed to act as templates that teachers can use to create their own tasks and assessments in later units.
- **Longer Stories:** *Storie* increase interactions with the structures presented in the *racconti*. The *storie* can be used as formal assessments of the unit's target structures using the comprehension activities and/or communicative tasks.
- **Authentic Culture:** Cultural content is woven throughout each unit and includes:
  - *Il mondo attraverso le foto* that present photos with AP-style simulated conversations, where students record themselves after listening to a native speaker.
  - *Interviste* that present the perspectives and experiences of native speakers from around the Italian-speaking world.
  - *Panorami* that virtually transport students to a place in one of the countries where they can see, think, and wonder at their proficiency level.
- **Interactive Can-Do Statements:** Students self-assess their performance on communicative tasks with an integrated, clickable Can-Do statement. Both students and teachers can see the student's overall progress on a summative Can-Do checklist at the end of each unit.
- **Integrated Performance Assessments (IPAs):** These proficiency-based assessments incorporate authentic materials and tasks for a very “real” experience that draws on students' interpretive, interpersonal, and presentational skills.

As you can see, *Nostra storia* provides an array of options for teachers at various levels of expertise. You can select which elements most appropriately meet the needs of individual students and teacher personalities in your unique school district. Our goal is to support teachers wherever they are on their journey in providing truly compelling, comprehensible input to increase students' proficiency levels.

### **Sample Pacing for Unità 1**

Below, you will find one option for pacing the material in *Unità 1* in *Nostra storia 2*. This same pacing could be applied to later units and is meant to be an example of what a teacher *could* do, not an example of what a teacher *should* do.

Timing for these tasks is approximate, and remember that if you are talking with your students—about a story, a culture, or their personal lives—and your students are engaged and having fun or finding what you're saying interesting, then keep going! You are providing Comprehensible Input, and that's what matters most. Don't let a schedule stop you.

Also keep in mind that *Nostra storia* is a curriculum framework and is therefore intended to be customized and edited to suit your and your students' needs. *Nostra storia 2* provides a strong curriculum framework for teaching Italian and teachers can find many resources and guiding materials to aid them in creating their own activities, projects, and cultural lessons. For more information on how to edit material or for more ideas on how to implement the curriculum, call 800-848-0256 or email [info@vocesdigital.com](mailto:info@vocesdigital.com).

### **Things to Consider**

We recommend creating a **class routine** by opening your class with the day, date, etc.; introducing your daily objectives using the included Can-Do goal statements; and/or conducting a *Nostra classe, nostra storia* student interview. Please note: If you are interviewing a student and it is going well and everyone seems engaged and learning, then just KEEP GOING. This kind of relevant, personal comprehensible input can be the most effective material you use with them.

We also recommend showing students the different games available to play in the **Voces Game Center**. Tell students that if they have down time in class or outside of class, or finish an assignment early, to log into *Nostra storia* and play games. Learn more about the Voces Game Center [here](#).

As you look over this Pacing Guide, keep in mind that our pacing and timing is **approximate**. You may find yourself moving faster or slower, depending. Take the time to discover your “flow.”

If you ever feel like you are moving too **fast**, then consider slowing down. Remember that engaging and connecting with your students about the material is key to the success of a Comprehensible Input approach. At the same time, if you're moving fast and the students are “getting” it, then more power to you! Go with the flow! You can always make a unit last longer by adding your own material to a unit

using the Voces Editor, incorporating a FVR routine in your class schedule, or even spending a few weeks mid-way in the year to read a class novel!

If you are moving **slower**, then that’s okay too! You can assign some of the activities as homework (and spend more time in class just talking to your students and reading the stories). You can also skip some of the review materials—for instance, the *Storia* which revisits already learned material. It’s totally up to you. As long as students are engaged and you are delivering comprehensible input, we recommend not worrying too much about how fast or slow you’re moving in the curriculum. Let the students be your ultimate guide.

### A Note on Technology

This pacing guide was written under the assumption that students have their own devices and can connect to the internet. We also highly recommend that students have access to headphones or earbuds, since many of the activities include audio and it would get very loud if all students were listening to different audio recordings at once. Similarly, students’ devices should come equipped with a microphone so that students can record their voices.

1 Unit = ~4 Weeks, 50-Minute Classes, 5 Days a Week			
Week 1			
Monday			
Min	Section	Details	Device
10-15	<i>Racconto 1: La vita di Alessandra al mare</i> <b>Domande personali</b>	Open class by conducting a student interview using the <i>Nostra classe, nostra storia</i> routine (which is on the <i>Domande personali</i> page, at the bottom). Choose one student—ideally, one of your better, more outgoing students for this first time—and “interview” them, asking some of the questions on the list. <b>Tip!</b> Set a timer. Start with five minutes. See how it goes. Since this will be your first time, you may want to tell students that their exit ticket will be to write down three things they learned about that student.	Project for class.
15	<i>Racconto 1: La vita di Alessandra al mare</i> <b>Vocabolario importante</b>	Introduce the <i>Vocabolario importante</i> for <i>Racconto 1: La vita di Alessandra al mare</i> . You may want to create a gesture or action for each phrase, or you can simply read the Italian and English and give some synonyms or other contextualized meaning.	Project for class.
25	<i>Racconto 1: La vita di Alessandra al mare</i> <b>Domande personali</b>	Next, do the PQA scripts with your students. Download the teacher version of the script and print it out—there are tips for you throughout.	Project for class.

-	<b>Exit Ticket</b>	Have students complete the <i>Biglietto di uscita - Persona speciale</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
<b>Tuesday</b>			
10-1 5	<i>Racconto 1: La vita di Alessandra al mare</i> <b>Domande personali</b>	Open class by conducting a student interview using the <i>Nostra classe, nostra storia</i> routine (which is on the <i>Domande personali</i> page, at the bottom). Choose a different student from the day before. Don't worry about asking them all the questions. Gauge the student's willingness and ability, and check the class's comprehension by circling the responses and asking either/or questions. Some English responses are appropriate at this stage. <b>Tip!</b> Set a timer. Start with five minutes. See how it goes. If the student you are interviewing is having a good time and the other students are engaged and listening, then keep going past five minutes. If the students seem less engaged and less interested, then move on.	Project for class.
20-2 5	<i>Racconto 1: La vita di Alessandra al mare</i> <b>Story Script</b>	Next, ask a story with your students using the story script. There are tips and recommendations for successfully asking a story on the page in <i>Nostra storia</i> . <b>Tip!</b> For each <i>racconto</i> , you can choose to do either the PQAs or class story. You could also do both! However, we have found that teachers who enjoy talking to their students and getting to know them do well with the PQAs. It's what they're naturally doing anyhow! Teachers who like to perform in front of the class, are often exaggerated and silly, and have a penchant toward storytelling do well with the class stories, because those fit their style. Of course, it is up to you! Best would be to try both approaches and then continue with the one approach that you feel most comfortable with and that the students respond best to.	Project for class.
-		Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day's agenda. <b>I can read a story about going to the sea.</b>	
5	<i>Racconto 1: La vita di Alessandra al mare</i> <b>Vocabolario importante</b>	Project the <i>Vocabolario importante</i> and reestablish meaning. <b>Tip!</b> You could use some of the questions from the PQAs from the day before, reviewing what you did and reestablishing the meaning of the structures.	Project for class.
15	<i>Racconto 1: La vita di Alessandra al mare</i> <b>La vita di Alessandra al mare</b>	Project the first story, <i>La vita di Alessandra al mare</i> . Make sure the structures and their definitions are visible for students to see. Then read the story out loud, stopping after every sentence or two and asking comprehension questions, ensuring that students are following along.	Project for class.

-	<b>Exit Ticket(s)</b>	Have students click on the Can-Do and self-assess, and/or have students complete the <i>Biglietto di uscita - Persona speciale</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
<b>Wednesday</b>			
10-15	<i>Racconto 1: La vita di Alessandra al mare</i> <b>Domande personali</b>	Open class by conducting a student interview using the <i>Nostra classe, nostra storia</i> routine (which is on the <i>Domande personali</i> page, at the bottom). Choose a different student from the day before. Don't worry about asking them all the questions. Gauge the student's willingness and ability and check the class's comprehension by circling the responses and asking either/or questions. English responses are appropriate at this stage.	Project for class.
5	<i>Racconto 1: La vita di Alessandra al mare</i> <b>La vita di Alessandra al mare</b>	Next, play the native speaker audio of the story. Follow up with some additional comprehension questions (even repeated questions from when you were reading the story, but now direct them at your quieter kids).	Project for class.
15	<i>Racconto 1: La vita di Alessandra al mare</i> <b>Attività 1: Trova la parola giusta</b> <b>Attività 2: Vero o falso?</b>	Have students pair up or work individually and complete <i>Attività 1</i> and <i>2</i> .	Assign beforehand. Students log in and go to the pages.
10	<i>Racconto 1: La vita di Alessandra al mare</i> <b>Attività 1: Trova la parola giusta</b> <b>Attività 2: Vero o falso?</b>	Review <i>Attività 1</i> and <i>2</i> in class and, in so doing, remind students about the story and reestablish the meaning of the structures.	Project for class. Students log in and go to the pages.
10	<i>Racconto 1: La vita di Alessandra al mare</i> <b>Attività 1: Un'intervista con Alessandra</b>	Have students do <i>Attività 3</i> . If time allows, review the answers to <i>Attività 3</i> as a class.	Assign the page beforehand. Students log in and go to page.
-	<b>Exit Ticket(s)</b>	Have students click on the Can-Do and self-assess, and/or have students complete the <i>Biglietto di uscita - Persona speciale</i> which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.

<b>Thursday</b>			
5	<i>Racconto 1: La vita di Alessandra al mare</i> <b>Interpersonal Writing: Le vacanze perfette</b>	Introduce the Can-Do for Interpersonal Writing: <i>Le vacanze perfette</i> at the beginning of class. Write it on the board, project it, or display it on the day's agenda. <b>I can make vacation plans over text.</b>	Project for class.
25	<i>Racconto 1: La vita di Alessandra al mare</i> <b>Interpersonal Writing: Le vacanze perfette</b>	Have students complete the activity for Interpersonal Writing: <i>Le vacanze perfette</i> . Afterwards, review students' answers together as a class.	Assign beforehand. Students log in and go to pages.
15-20	<i>Racconto 1: La vita di Alessandra al mare</i> <b>Presentational Writing: La mia spiaggia preferita</b>	Go to the Presentational Writing exercise and have students complete the assignment independently. Introduce the Can-Do statement before beginning the assignment. <b>I can write a letter about my favorite beach.</b>	Project for class. Assign beforehand. Students log in and go to pages.
-	<b>Exit Ticket</b>	At the end of class, have students fill out the Exit Ticket, <i>Biglietto di uscita - aggiornamento di stato</i> , which can be found under Additional Resources in the Resource Library.	Students complete exit ticket.
<b>Friday</b>			
10-15	<i>Racconto 2: Amici di penna</i> <b>Domande personali</b>	Open class by conducting a student interview using the <i>Nostra classe, nostra storia</i> routine (which is on the <i>Domande personali</i> page, at the bottom). Choose a different student from the day before. Don't worry about asking them all the questions. Gauge the student's willingness and ability and check the class's comprehension by circling the responses and asking either/or questions. English responses are appropriate at this stage.	Project for class.
15	<i>Racconto 2: Amici di penna</i> <b>Vocabolario importante</b>	Introduce the <i>Vocabolario importante</i> for <i>Racconto 2</i> —project it on the board and associate a gesture for each structure. There are ideas for these gestures on this page in <i>Nostra storia</i> .	Project for class.
25	<i>Racconto 2: Amici di penna</i> <b>Story Script</b>	Next, ask a story with your students using the story script. There are tips and recommendations for successfully asking a story on the page in <i>Nostra storia</i> . <b>Tip!</b> For each <i>racconto</i> , you can choose to do either the PQAs or class story. You could also do both! However, we have found that teachers who enjoy talking to their students and getting to know them do well with the PQAs. It's what they're naturally doing anyhow! Teachers who like to perform in front of the	Project for class.

		class, are often exaggerated and silly, and have a penchant toward storytelling do well with the class stories, because those fit their style. Of course, it is up to you! Best would be to try both approaches and then continue with the one approach that you feel most comfortable with and that the students respond best to.	
-	<b>Exit Ticket</b>	At the end of class, have students fill out the Exit Ticket, <i>Biglietto di uscita - Persona speciale</i> , which can be found under Additional Resources in the Resource Library. <b>Tip!</b> You can use one of the other two <i>Biglietto di uscita</i> templates in the Resource Library, but the <i>Persona speciale</i> template is relevant on those days when you begin class with the <i>Nostra storia, nostra classe</i> routine.	Students complete exit ticket.

1 Unit = ~4 Weeks, 50-Minute Classes, 5 Days a Week			
Week 2			
Monday			
10-15	<i>Racconto 2: Amici di penna</i> <b>Domande personali</b>	Begin class continuing with the <i>Nostra classe, nostra storia</i> routine, but choose a different student than before to interview.	Project for class.
5	<i>Racconto 2: Amici di penna</i> <b>Vocabolario importante</b>	Review the <i>Vocabolario importante</i> for <i>Racconto 2</i> .	Project for class.
15	<i>Racconto 2: Amici di penna</i> <b>Amici di penna</b>	First, play the native speaker audio for <i>Amici di penna</i> for students while projecting the page so students can see the structures and story. Next, read <i>Amici di penna</i> , pausing and asking yes/no, true/false, and other simple comprehension questions to your students.	Project for class.
15	<i>Racconto 2: Amici di penna</i> <b>Attività 1: Risposta multipla</b> <b>Attività 2: Rispondi alle domande</b>	Have students pair up or work individually and complete <i>Attività 1</i> and <i>2</i> . Review the activities as a class.	Assign beforehand. Students log in and go to the page.
5	<i>Racconto 2: Amici di penna</i> <b>Attività 3: Domande per te</b>	Once everyone is done with <i>Attività 1</i> and <i>2</i> and you reviewed their work as a class, have students work on <i>Attività 3</i> on their own.	
-	<b>Exit Ticket</b>	At the end of class, have students fill out the Exit Ticket, <i>Biglietto di uscita - Persona speciale</i> , which can be found under Additional Resources in the Resource Library.	Students complete exit ticket.

		<b>Tip!</b> You can use one of the other two <i>Biglietto di uscita</i> templates in the Resource Library, but the <i>Persona speciale</i> template is relevant on those days when you begin class with the <i>Nostra storia, nostra classe</i> routine.	
<b>Tuesday</b>			
10-1 5	<i>Racconto 2: Amici di penna</i> <b>Domande personali</b>	Begin class continuing with the <i>Nostra classe, nostra storia</i> routine, but choose a different student than before to interview.	Project for class.
5	<i>Racconto 2: Amici di penna</i> <b>Interpretive Reading: Un viaggio in treno</b>	Introduce the Can-Do for Interpretive Reading: <i>Un viaggio in treno</i> at the beginning of class. Write it on the board, project it, or display it on the day's agenda. <b>I can understand a website used for buying train tickets to travel in Italy.</b>	Project for class.
10	<i>Racconto 2: Amici di penna</i> <b>Interpretive Reading: Un viaggio in treno</b>	Look over the images and article for Interpretive Reading: <i>Un viaggio in treno</i> together as a class. If you see fit, review the structures for <i>Racconto 2</i> to refresh students' memory and prepare them for the Interpretive Reading activities.	Project for class.
25	<i>Racconto 2: Amici di penna</i> <b>Interpretive Reading: Un viaggio in treno</b>	Complete the activities for Interpretive Reading: <i>Un viaggio in treno</i> as a class or assign students partnerwork.	Assign the page beforehand. Students log in and go to page.
10-1 5	<i>Racconto 2: Amici di penna</i> <b>Amici di penna</b>	Review the grammar note presented in the <i>Attenzione! Aggettivi possessivi</i> section on the page for <i>Racconto 2</i> .	Project for class.
-	<b>Exit Ticket(s)</b>	Have students click on the Can-Do and self-assess. <b>Tip!</b> In addition to clicking on the Can-Do and self-assessing, you may also want to use one of the other <i>Biglietto di uscita</i> templates in the Resource Library, which you would need to print out in advance. The <i>Aggiornamento di stato</i> template prompts students to give a status update, like they would on a social media site, and the <i>Oggi è</i> template prompts students to write down what they learned on this day.	
<b>Wednesday</b>			
10-1 5	<i>Racconto 2: Amici di penna</i> <b>Domande personali</b>	Begin class continuing with the <i>Nostra classe, nostra storia</i> routine, but choose a different student than before to interview.	Project for class.



15	<i>Racconto 2: Amici di penna</i> <b>Amici di penna</b>	Review <i>Amici di penna</i> as a class. Print out the 4-Panel Blank Comic in Additional Resources in the Resource Library. Have students illustrate and caption the story.	Project for class. Print off blank comic
20	<i>Ancora! Ancora! Il mondo attraverso le foto: La Stazione di Milano Centrale</i>	Project the image in class and talk about it/describe it to your students using some of the structures from the <i>Amici di penna</i> story.  Have students log in and complete the activity.	Project for class. Assign beforehand. Students log in and go to pages.
15	<i>Racconto 1: La vita di Alessandra al mare</i> <b>Vocabolario importante</b> <i>Racconto 2: Amici di penna</i> <b>Vocabolario importante</b>	Wrap up class by reviewing <i>Vocabolario importante</i> from <i>racconti 1</i> and <i>2</i> as well as answering any grammar or comprehension questions from students.	Project for class.
-	<b>Exit Ticket</b>	At the end of class, have students fill out the Exit Ticket, <i>Biglietto di uscita - Persona speciale</i> , which can be found under Additional Resources in the Resource Library. <b>Tip!</b> You can use one of the other two <i>Biglietto di uscita</i> templates in the Resource Library, but the <i>Persona speciale</i> template is relevant on those days when you begin class with the <i>Nostra storia, nostra classe</i> routine.	Students complete exit ticket.
<b>Thursday</b>			
10-15	<i>Racconto 3: La scuola di danza</i> <b>Domande personali</b>	Begin class continuing with the <i>Nostra classe, nostra storia</i> routine, but choose a different student than before to interview.	Project for class.
5	<i>Racconto 3: La scuola di danza</i> <b>Attività 1: È un problema?</b>	Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day's agenda. <b>I can read a story about a dance school.</b>	Project for class.
10	<i>Racconto 3: La scuola di danza</i> <b>Vocabolario importante</b>	Review the <i>Vocabolario importante</i> for <i>Racconto 3</i> .	Project for class.

15	<i>Racconto 3: La scuola di danza</i>	Take this opportunity to do a Story Script with your class that you've put together. We've provided examples of Story Scripts in the first two stories of this Unit in the curriculum framework. Create your own personal Story Script for your class and have fun putting together a unique and entertaining story!	Project for class.
15	<i>Racconto 3: La scuola di danza</i> <b>La scuola di danza</b>	Now, read the story with them. Read it multiple times... <ul style="list-style-type: none"> <li>- First read it without anything projected, pausing and asking simple questions along the way.</li> <li>- Then, read it again with the illustrations projected. Pause and ask simple questions as you read it, referring to the illustrations.</li> <li>- You may want to act out some of the story, having various students "play" the different characters.</li> </ul>	Assign beforehand. Students log in and go to the page.
-	<b>Exit Ticket</b>	At the end of class, have students fill out the Exit Ticket, <i>Biglietto di uscita - Persona speciale</i> , which can be found under Additional Resources in the Resource Library.	Students complete exit ticket.
<b>Friday</b>			
15-20	<i>Racconto 3: La scuola di danza</i> <b>Attività 1: È un problema?</b> <b>Attività 2: Da falso a vero</b>	Begin class by warming-up with <i>Attività 1</i> and <i>2</i> for <i>Racconto 3</i> . You can complete these activities as a class or have students work in pairs.	Project for class. Assign beforehand. Students log in and go to pages.
20-25	<i>Racconto 3: La scuola di danza</i> <b>Attività 3: Metti gli eventi nell'ordine corretto</b>	Go over the correct responses for <i>Attività 1</i> and <i>2</i> as a class. Then, have students complete <i>Attività 3: Metti gli eventi nell'ordine corretto</i> . Go over the activity as a class and have students practice reading the questions and answers out loud to the class.	Project for class. Assign beforehand. Students log in and go to pages.
15	<i>Racconto 3: La scuola di danza</i> <b>Presentational Speaking: Un lavoro nella scuola di danza</b>	Introduce the Can-Do for this activity. <b>I can talk about why I should be hired for a job at a dance school.</b> Have students complete the Presentational Speaking activity.	Assign beforehand. Students log in and go to the pages.
-	<b>Exit Ticket(s)</b>	At the end of class, have students fill out the Exit Ticket, <i>Biglietto di uscita - Oggi è</i> , which can be found under Additional Resources in the Resource Library.	Students complete exit ticket.

**1 Unit = ~4 Weeks, 50-Minute Classes, 5 Days a Week**

**Week 3**

**Monday**

10-15	<i>Racconto 4: L'Origine di Ferragosto</i>	Begin class continuing with the <i>Nostra classe, nostra storia</i> routine, but choose a different student than before to interview.	Project for class.
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	<b>Domande personali</b>		
10	<i>Racconto 4: L'Origine di Ferragosto</i> <b>Vocabolario importante</b>	Introduce the <i>Vocabolario importante</i> for <i>Racconto 4</i> —project it on the board and associate a gesture for each structure. There are ideas for these gestures on this page in <i>Nostra storia</i> .	Project for class.
20	<i>Racconto 4: L'Origine di Ferragosto</i> <b>Domande personali</b>	Next, do the PQA scripts with your students. Download the scripts and print them out—there are tips for you throughout.	Project for class.
15	<i>Racconto 4: L'Origine di Ferragosto</i> <b>L'Origine di Ferragosto</b>	Now, read the story with them. Read it multiple times... <ul style="list-style-type: none"> <li>- First read it without anything projected, pausing and asking simple questions along the way.</li> <li>- Then, read it again with the illustrations projected. Pause and ask simple questions as you read it, referring to the illustrations.</li> <li>- You may want to act out some of the story, having various students “play” the different characters.</li> </ul>	Project for class.
-	<b>Exit Ticket(s)</b>	At the end of class, have students fill out the Exit Ticket, <i>Biglietto di uscita - Persona speciale</i> , which can be found under Additional Resources in the Resource Library.	Students complete exit ticket.
<b>Tuesday</b>			
10-15	<i>Racconto 4: L'Origine di Ferragosto</i> <b>Domande personali</b>	Begin class continuing with the <i>Nostra classe, nostra storia</i> routine, but choose a different student than before to interview.	Project for class.
20-25	<i>Racconto 4: L'Origine di Ferragosto</i> <b>Attività 1: Risposta multipla</b> <b>Attività 2: Trova la parola giusta</b>	Play the audio for <i>Racconto 4: L'Origine di Ferragosto</i> as a quick refresher of the story. Next, have students complete <i>Attività 1</i> and <i>2</i> on their own and review the answers as a class.	Assign beforehand. Students log in and go to the page.
15	<i>Racconto 4: L'Origine di Ferragosto</i> <b>Attività 3: Rispondi alle domande</b>	Have students complete <i>Attività 3</i> on their own or in pairs.	Assign beforehand. Students log in and go to the page.
-	<b>Exit Ticket</b>	Have students click on the Can-Dos and self-assess.	
<b>Wednesday</b>			

5	<i>Racconto 4: L'Origine di Ferragosto</i> <b>Interpretive Listening: Ti regaliamo una vacanza!</b>	Go to the Interpretive Listening exercise in <i>Racconto 4</i> and introduce the Can-Do statement before beginning the assignment. <b>I can understand a video about vacation preferences among children.</b>	Project for class.
10-15	<i>Racconto 4: L'Origine di Ferragosto</i> <b>Interpretive Listening: Ti regaliamo una vacanza!</b>	Watch the video for Interpretive Listening: <i>Ti regaliamo una vacanza!</i> as a class. Ask a few comprehension questions to gauge how well the students understood the video.	Project for class.
25-30	<i>Racconto 4: L'Origine di Ferragosto</i> <b>Interpretive Listening: Ti regaliamo una vacanza!</b>	Have the students complete the accompanying activities for the Interpretive Listening task. Time permitting, review the answers as a class.	Assign beforehand. Students log in and go to pages.
-	<b>Exit Ticket(s)</b>	Have students click on the Can-Do and self-assess.	
<b>Thursday</b>			
5	<i>Ancora! Ancora! Intervista: Laura</i>	Introduce the Can-Do at the beginning of class. Write it on the board, project it for the class, or display it on the day's agenda. <b>I can understand some of what a person says about their hobbies and lifestyle.</b>	Project for class.
5	<i>Ancora! Ancora! Intervista: Laura</i>	Play the interview for the class. Ask a question or two to get a sense of how well they understood it. Maybe ask in English what was challenging about hearing it.	Project for class.
5-10	<i>Ancora! Ancora! Intervista: Laura</i>	Play the video again, but this time project the transcript so they can follow along with it. Pause three or four times to ask comprehension questions. <b>Tip!</b> You may even ask some of the comprehension questions they're about to answer.	Project for class.
10-15	<i>Ancora! Ancora! Intervista: Laura</i>	Now have students log in and do the comprehension questions and fill-in-the-blank section either in pairs or on their own. Spend a few minutes reviewing as a class.	Project for class and assign beforehand. Students log in and go to page.
10	<i>Ancora! Ancora! Intervista: Laura</i>	Let them complete the writing section on their own. Walk around the class and be available to give them guidance as necessary.	Assign beforehand.

			Students log in and go to page.
10		Have students practice presenting themselves to the class and talking about themselves in Italian. Maybe begin with one of your more outgoing and confident students for this activity. Encourage students to share as much as possible.	
-	<b>Exit Ticket</b>	Have students click on the Can-Do and self-assess.	
<b>Friday</b>			
10-15	<i>Storia: Il sogno di Sergio</i>	Begin class continuing with the <i>Nostra classe, nostra storia</i> routine, but choose a different student than before to interview.	Project for class.
5	<i>Storia: Il sogno di Sergio</i> <b>Il sogno di Sergio</b>	Introduce the <i>Vocabolario importante</i> for the <i>Storia</i> —project it on the board and associate a gesture for each structure.	Project for class.
25	<i>Storia: Il sogno di Sergio</i>	Next, ask a story with your students using your own personalized story script. Remember that we have Story Script examples in the first two <i>racconti</i> in Unit 1 of this curriculum framework. Use those pre-made scripts as a template for creating your own.	Project for class.
10	<i>Storia: Il sogno di Sergio</i> <b>Il sogno di Sergio</b>	If time allows, play the audio of the story <i>Il sogno di Sergio</i> and ask some questions about it afterward.	Project for class.
-	<b>Exit Ticket(s)</b>	At the end of class, have students fill out the Exit Ticket, <i>Biglietto di uscita - Persona speciale</i> , which can be found under Additional Resources in the Resource Library.	Students complete exit ticket.

<b>1 Unit = ~4 Weeks, 50-Minute Classes, 5 Days a Week</b>			
<b>Week 4</b>			
<b>Monday</b>			
10-15	<i>Storia: Il sogno di Sergio</i>	Begin class continuing with the <i>Nostra classe, nostra storia</i> routine, but choose a different student than before to interview.	Project for class.
15	<i>Storia: Il sogno di Sergio</i> <b>Il sogno di Sergio</b>	Begin class by reading the story, pausing a few times to check for comprehension.	Project for class.
15-20	<i>Storia: Il sogno di Sergio</i> <b>Attività 1:</b> <b>Rispondi alle domande</b> <b>Attività 2:</b> <b>Descrivi la foto</b>	Have students log in and complete <i>Attività 1</i> and <i>2</i> on their own. Time permitting, review the answers as a class.	Assign beforehand. Students log in and go to pages.

10-1 5	<i>Storia: Il sogno di Sergio</i> <b>Nota di grammatica: L'imperfetto</b>	Go over the <i>Nota di grammatica</i> as a class about <i>L'imperfetto</i> . Complete the accompanying activity together or assign it as homework.	Assign beforehand. Students log in and go to the page.
-	<b>Exit Ticket</b>	At the end of class, have students fill out the Exit Ticket, <i>Biglietto di uscita - Persona speciale</i> , which can be found under Additional Resources in the Resource Library.	Students complete exit ticket.
<b>Tuesday</b>			
10-1 5	<i>Storia: Il sogno di Sergio</i>	Begin class continuing with the <i>Nostra classe, nostra storia</i> routine, but choose a different student than before to interview.	Project for class
10-1 5	<i>Storia: Il sogno di Sergio</i> <b>Attività 3: Raccontami cosa succede</b>	Have students complete <i>Attività 3</i> independently.	Assign beforehand. Students log in and go to pages.
10-1 5	<i>Storia: Il sogno di Sergio</i> <b>Interpersonal Speaking: Una conversazione con Francesco</b>	Go to the Interpersonal Speaking exercise in the <i>Storia</i> and have students complete the assignment independently. Introduce the Can-Do statement before beginning the assignment. <b>I can talk about favorite pastimes in Italy.</b>	Assign beforehand. Students log in and go to the page.
-	<b>Exit Ticket</b>	Have students click on the Can-Do and self-assess.	
<b>Wednesday</b>			
10-1 5	<i>Storia: Il sogno di Sergio</i>	Begin class continuing with the <i>Nostra classe, nostra storia</i> routine, but choose a different student than before to interview.	Project for class.
15-2 0	<i>Storia: Il sogno di Sergio</i> <b>Il sogno di Sergio</b>	Have students illustrate and caption the story using the 4-Panel Blank Comic in the Additional Resources in the Resource Library.	Print off blank comic.
15-2 0	<i>Unità 1: L'avventura comincia</i>	Use the Voces Game Center to review key vocabulary and structures from the Unit as a class.	Project for class.
-	<b>Exit Ticket(s)</b>	At the end of class, have students fill out the Exit Ticket, <i>Biglietto di uscita - aggiornamento di stato</i> , which can be found under Additional Resources in the Resource Library.	Students complete exit ticket.
<b>Thursday</b>			
10-1 5	<i>Storia: Il sogno di Sergio</i>	Begin class continuing with the <i>Nostra classe, nostra storia</i> routine, but choose a different student than before to interview.	Project for class.
25-3 0		Review the grammatical concepts introduced in <i>Unità 1</i> of <i>Livello 2</i> in preparation for the Unit assessment. Time permitting, have students practice Unit structures and vocabulary by using the Voces Game Center.	Project for class.

-	<b>Exit Ticket(s)</b>	At the end of class, have students fill out the Exit Ticket, <i>Biglietto di uscita - aggiornamento di stato</i> , which can be found under Additional Resources in the Resource Library.	Students complete exit ticket.
<b>Friday</b>			
10-15	End-of-Unit Review and Assessment: <b>Total Structures</b>	Begin class by reviewing the structures from Unit 1. Have students practice their pronunciation by reading aloud.	Project for class.
30	End-of-Unit Review and Assessment <b><i>La mia storia! Raccontaci una storia originale</i></b>	Have students create their own story using the target structures. You may wish to assign either writing or telling their original story, or both.	Assign beforehand. Have students log in and go to page(s).
10		When students finish creating their original story, have them illustrate their story using a 4-Panel Blank Comic page (which you would need to print off beforehand) or play games in the Voces Game Center.	
-	Exit Ticket	Have students click on the Can-Dos and self-assess.	

<b>Monday</b>			
<b>Final Unit Assessment</b>			
5	Integrated Performance Assessment <b>Interpretive Reading</b>	Introduce the Can-Dos at the beginning of class. Write them on the board, project them, or display them on the day's agenda. <b>I can compare travel trends from Italy to the travel trends in my home country.</b> <b>I can read, identify, and understand many words in an Italian infographic about vacations.</b>	Project for class.
5	Integrated Performance Assessment <b>Context</b>	Read the context and look at the pictures as a class. <b>Tip!</b> Remind students that this assignment is a formal assessment and they will be working independently.	Project for class.
40	Integrated Performance Assessment <b>Interpretive Reading</b>	Assign the tasks ahead of time. Set the assignment so that students can't submit more than 2-3 times and can't leave the page once they begin.	Assign beforehand. Have students log in and go to pages.
-	<b>Exit Ticket</b>	Have students click on the Can-Dos and self-assess.	
<b>Tuesday</b>			
<b>Final Unit Assessment</b>			

5	Integrated Performance Assessment <b>Presentational Speaking</b> <b>Interpersonal Writing</b>	Introduce the Can-Dos at the beginning of class. Write them on the board, project them, or display them on the day's agenda. <b>I can talk about a recent summer trip I took.</b> <b>I can respond appropriately to text messages about traveling.</b>	Project for class.
45	Integrated Performance Assessment <b>Presentational Speaking</b> <b>Interpersonal Writing</b>	Assign the tasks ahead of time. Set the assignment so that students can't submit more than 2-3 times and can't leave the page once they begin.	Assign beforehand. Have students log in and go to pages.
-	<b>Exit Ticket</b>	Have students click on the Can-Dos and self-assess.	

### Unit 1 Can-Dos

#### **Interpretive Reading**

- I can read a story about going to the sea.
- I can read a story about traveling by train in Italy.
- I can read a story about a dance school.
- I can read a story about the origins of Ferragosto.
- I can read a story about a singer in Puglia.
- I can read, identify, and understand many words in an Italian infographic about vacations.
- I can understand a website used for buying train tickets to travel in Italy.

#### **Interpretive Listening**

- I can understand some of what a person says about their hobbies and lifestyle.
- I can understand a video about vacation preferences among children.

#### **Presentational Speaking**

- I can tell a story about a singer in Puglia.
- I can talk about a recent summer trip I took.
- I can tell an original story.
- I can talk about why I should be hired for a job at a dance school.

#### **Presentational Writing**

- I can write brief descriptions about a story of a singer in Puglia.
- I can write a letter about my favorite beach.
- I can write an original story.

#### **Interpersonal Speaking**



I can talk about traveling by train.

I can talk about the origins of Ferragosto.

I can respond to questions about a character in a story.

I can talk about favorite pastimes in Italy.

### **Interpersonal Writing**

I can respond appropriately to questions about modes of transportation where I live.

I can respond appropriately to text messages about traveling.

I can make vacation plans over text.

### **Intercultural Competencies**

I can use the Italian language both within and beyond my classroom to interact and collaborate in my community and the globalized world.

I can compare modes of transportation in Italy with modes of transportation in my own country.

I can compare travel trends from Italy to the travel trends in my home country.