

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 4*

Each unit in *Nostra storia 4* 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 4 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 *racconto* of Unit 1 and Unit 2)
- **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 4*. 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 4* 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.

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: In ritardo!</i> Domande personali	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. Tip! 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: In ritardo!</i> Vocabolario importante	Introduce the <i>Vocabolario importante</i> for <i>Racconto 1: In ritardo!</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: In ritardo!</i> Domande personali	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.
-	Exit Ticket	Have students complete the <i>Biglietto di uscita - Persona speciale</i> , which you can find in the Resource Library under Additional Resources.	Students complete exit ticket.
Tuesday			
10-15	<i>Racconto 1: In ritardo!</i>	Open class by conducting a student interview using the <i>Nostra classe, nostra storia</i> routine (which is on the <i>Domande</i>	Project for class.

	Domande personali	<p><i>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.</p> <p>Tip! 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.</p>	
20-25	<i>Racconto 1: In ritardo!</i> Story Script	<p>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>.</p> <p>Tip! 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.</p>	Project for class.
15-20	<i>Racconto 1: In ritardo!</i> Nota di grammatica: Review of all the tenses	Go over the <i>Nota di grammatica</i> as a class. Complete the accompanying activity together or assign it as homework.	Project for class.
-	Exit Ticket(s)	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.
Wednesday			
10-15	<i>Racconto 1: In ritardo!</i> Domande personali	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: In ritardo!</i>	Next, play the native speaker audio of the story.	Project for class.

	<i>In cerca d'ispirazione</i>	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).	
15	<i>Racconto 1: In ritardo!</i> Attività 1: Chi avrebbe potuto dirlo? Attività 2: Rispondi alle domande	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: In ritardo!</i> Attività 1: Chi avrebbe potuto dirlo? Attività 2: Rispondi alle domande	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: In ritardo!</i> Attività 3: Le tue esperienze	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.
-	Exit Ticket(s)	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.
Thursday			
5	<i>Racconto 1: In ritardo!</i> Interpretive Listening: Perché sono sempre in ritardo?	Go to the Interpretive Listening exercise in <i>Racconto 1</i> and introduce the Can-Do statement before beginning the assignment. I can understand a video about whether Italians are punctual or late.	Project for class.
10-15	<i>Racconto 1: In ritardo!</i> Interpretive Listening: Perché sono sempre in ritardo?	Watch the video for Interpretive Listening: <i>Perché sono sempre in ritardo?</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 1: In ritardo!</i>	Have the students complete the accompanying activities for the Interpretive Listening task. Time permitting, review the answers as a class.	Assign beforehand. Students log

	Interpretive Listening: <i>Perché sono sempre in ritardo?</i>		in and go to pages.
-	Exit Ticket	Have students click on the Can-Do and self-assess.	
Friday			
10-15	<i>Racconto 2: Due amiche</i> Domande personali	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: Due amiche</i> Vocabolario importante	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: Due amiche</i> Story Script	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 story in the first two Units of this curriculum framework. Create your own personal Story Script for your class and have fun putting together a unique and entertaining story!	Project for class.
-	Exit Ticket	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. Tip! 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.

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Week 2			
Monday			
10-15	<i>Racconto 2: Due amiche</i> Domande personali	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: Due amiche</i> Vocabolario importante	Review the <i>Vocabolario importante</i> for <i>Racconto 2</i> .	Project for class.

15	<i>Racconto 2: Due amiche</i> Due amiche	First, play the native speaker audio for <i>Due amiche</i> for students while projecting the page so students can see the structures and story. Next, read <i>Due amiche</i> , pausing and asking yes/no, true/false, and other simple comprehension questions to your students.	Project for class.
15	<i>Racconto 2: Due amiche</i> Attività 1: Da falso a vero Attività 2: Cosa vuol dire?	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: Due amiche</i> Attività 3: Cosa ne pensi?	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.	Assign beforehand. Students log in and go to the page.
-	Exit Ticket	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. Tip! 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.
Tuesday			
10-15	<i>Racconto 2: Due amiche</i> Domande personali	Begin class continuing with the <i>Nostra classe, nostra storia</i> routine, but choose a different student than before to interview.	Project for class.
15-20	<i>Racconto 2: Due amiche</i> Presentational Writing: La Festa della Donna	Go to the Presentational Writing exercise and have students complete the assignment independently. Introduce the Can-Do statement before beginning the assignment. I can write about the importance of celebrating International Women's Day.	Project for class. Assign beforehand. Students log in and go to pages.
15-20	<i>Racconto 2: Due amiche</i> Interpersonal Speaking: La vita domestica	Go to the Interpersonal Speaking exercise in <i>Racconto 2</i> and have students complete the assignment independently. Introduce the Can-Do statement before beginning the assignment. I can talk about the importance of taking care of one's family and whether going to college is right for everyone.	Assign beforehand. Students log in and go to the page.
-	Exit Ticket(s)	Have students click on the Can-Dos and self-assess.	
Wednesday			

10-1 5	<i>Racconto 3: Andiamo al Sud! Domande personali</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>Racconto 3: Andiamo al Sud! Andiamo al Sud!</i>	Review <i>Andiamo al Sud!</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
5	<i>Racconto 3: Andiamo al Sud! Interpersonal Writing: Un progetto per la classe d'italiano</i>	Introduce the Can-Do for Interpersonal Writing: <i>Un progetto per la classe d'italiano</i> . Write it on the board, project it, or display it on the day's agenda. I can write about putting together a school project with a classmate.	Project for class.
15-2 0	<i>Racconto 3: Andiamo al Sud! Interpersonal Writing: Un progetto per la classe d'italiano</i>	Have students complete the activity for Interpersonal Writing: <i>Un progetto per la classe d'italiano</i> . Afterwards, review students' answers together as a class.	Assign beforehand. Students log in and go to pages.
-	Exit Ticket	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. Tip! 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.
Thursday			
10-1 5	<i>Racconto 3: Andiamo al Sud! Domande personali</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>Racconto 3: Andiamo al Sud! Attività 1: Trova la parola giusta</i>	Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day's agenda. I can read a story about exploring new places.	Project for class.

10	<i>Racconto 3: Andiamo al Sud! Vocabolario importante</i>	Review the <i>Vocabolario importante</i> for <i>Racconto 3</i> .	Project for class.
20-2 5	<i>Racconto 3: Andiamo al Sud!</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.
-	Exit Ticket	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.
Friday			
15	<i>Racconto 3: Andiamo al Sud! Andiamo al Sud!</i>	Begin class by reading <i>Racconto 3</i> as a class, pausing and asking yes/no, true/false, and other simple comprehension questions to your students.	Project for class.
15-2 0	<i>Racconto 3: Andiamo al Sud! Attività 1: Trova la parola giusta Attività 2: Vero o falso?</i>	Have students complete <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.
20-2 5	<i>Racconto 3: Andiamo al Sud! Attività 3: Una lettera a Markus</i>	Go over the correct responses for <i>Attività 1</i> and <i>2</i> as a class. Then, have students complete <i>Attività 3: Una lettera a Markus</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.
-	Exit Ticket(s)	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.

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Week 3			
Monday			
5	<i>Ancora! Ancora! Intervista: Ilaria</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. I can understand what someone says about Italian stereotypes and food culture in Italy.	Project for class.
5	<i>Ancora! Ancora! Intervista: Ilaria</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: Ilaria</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.	Project for class.

		Tip! You may even ask some of the comprehension questions they're about to answer.	
10-1 5	<i>Ancora! Ancora!</i> Intervista: Ilaria	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.	Assign beforehand. Students log in and go to the page.
10	<i>Ancora! Ancora!</i> Intervista: Ilaria	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 the 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.	
-	Exit Ticket	Have students click on the Can-Do and self-assess.	
Tuesday			
10-1 5	<i>Storia: Luigi e Leo</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: Luigi e Leo</i> Luigi e Leo	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: Luigi e Leo</i>	Next, ask a story with your students using your own personalized story script. Remember that we have Story Script examples in the first <i>racconto</i> in Units 1 and 2 of this curriculum framework. Use those pre-made scripts as a template for creating your own.	Project for class.
10	<i>Storia: Luigi e Leo</i> Luigi e Leo	If time allows, play the audio of the story <i>Luigi e Leo</i> and ask some questions about it afterward.	Project for class.
-	Exit Ticket	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.
Wednesday			
10-1 5	<i>Storia: Luigi e Leo</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: Luigi e Leo</i> Luigi e Leo	Begin class by reading the story, pausing a few times to check for comprehension.	Project for class.
10	<i>Storia: Luigi e Leo</i> Luigi e Leo	Go over the <i>Attenzione!</i> section about the verb <i>credere</i> and the subjunctive tense as a class.	Project for class.
20-2 5	<i>Storia: Luigi e Leo</i>	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.

	Attività 1: Rispondi alle domande Attività 2: Descrivi la foto		Students log in and go to the page.
-	Exit Ticket(s)	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.
Thursday			
10-15	<i>Storia: Luigi e Leo</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: Luigi e Leo</i> Attività 3: Le tue esperienze	Have students complete <i>Attività 3</i> independently.	Assign beforehand. Students log in and go to the page.
15-20	<i>Storia: Luigi e Leo</i> Presentational Speaking: I pregiudizi	Introduce the Can-Do for this activity. I can talk about the existence of prejudice and misconceptions in society. Have students complete the Presentational Speaking activity.	Assign beforehand. Students log in and go to pages.
-	Exit Ticket	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.
Friday			
5	<i>Storia: Luigi e Leo</i> Interpretive Reading: Che cos'è l'ansia?	Introduce the Can-Do for Interpretive Reading: <i>Che cos'è l'ansia?</i> at the beginning of class. Write it on the board, project it, or display it on the day's agenda. I can read an article about anxiety and mental health.	Project for class.
10	<i>Storia: Luigi e Leo</i> Interpretive Reading: Che cos'è l'ansia?	Look over the images and article for Interpretive Reading: <i>Che cos'è l'ansia?</i> together as a class.	Project for class.
25	<i>Storia: Luigi e Leo</i> Interpretive Reading: Che cos'è l'ansia?	Complete the activities for Interpretive Reading: <i>Che cos'è l'ansia?</i> as a class or assign students partnerwork.	Assign beforehand. Students log in and go to the page.
10-15	<i>Storia: Luigi e Leo</i> Interpretive Reading: Che cos'è l'ansia?	Go over the answers as a class and, if time permits, facilitate a class discussion about the prevalence of anxiety and mental health in your community.	
-	Exit Ticket(s)	Have students click on the Can-Do and self-assess.	

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Week 4			
Monday			
10-1 5	<i>Storia: Luigi e Leo</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: Luigi e Leo</i> Luigi e Leo	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: In che cosa credi?</i>	Use the Voces Game Center to review key vocabulary and structures from the Unit as a class.	Project for class.
-	Exit Ticket	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.
Tuesday			
10-1 5	<i>Storia: Luigi e Leo</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 4</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.
-	Exit Ticket(s)	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.
Wednesday			
5	<i>Ancora! Ancora!</i> Il mondo attraverso le foto: La Cattedrale di Santa Maria Assunta di Siena	Introduce the Can-Dos at the beginning of class. Write them on the board, project them for the class, or display them on the day's agenda. I can talk about places of worship in my culture. I can compare places of worship in Italy to those in my own culture.	Project for class.
20	<i>Ancora! Ancora!</i> Il mondo attraverso le foto: La Cattedrale di Santa Maria Assunta di Siena	Project the image in class and talk about it/describe it to your students using some of the structures from the Unit. Have students log in and complete the activity.	Project for class. Assign beforehand. Students log in and go to pages.
20-2 5	<i>Ancora! Ancora!</i> Panorama: La	Project the panorama on the board and have students log in. Do this together as a class, encouraging students to respond in their	Project for class and

	Cattedrale di Santa Maria del Fiore a Firenze	own ways. If they need more words, give them to them—writing them on the board as they come up. Make sure you are exploring the panorama with them, pointing out things in the picture and then talking about it.	have students log in and go to page.
-	Exit Ticket(s)	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.
Thursday			
10-15	<i>Storia: Luigi e Leo</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.
20-25	Ancora! Ancora! Intervista: Chi sei?	Have students complete the activity individually. Once the students have completed the activity individually, encourage them to share their mini-presentations in groups while staying in the target language.	Project for class and have students log in and go to page.
5-10	<i>Unità 1: In che cosa credi?</i>	Use the Voces Game Center to review key vocabulary and structures from the Unit as a class.	Project for class.
-	Exit Ticket(s)	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.
Friday			
10-15	End-of-Unit Review and Assessment: Total Structures	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 La mia storia! Raccontaci una storia originale	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.	

Monday			
Final Unit Assessment			
5	Integrated Performance Assessment	Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day's agenda.	Project for class.

	Interpretive Reading	I can read an article about common Italian behaviors according to foreigners.	
5	Integrated Performance Assessment Context	Read the context and look at the pictures as a class. Tip! Remind students that this assignment is a formal assessment and they will be working independently.	Project for class.
40	Integrated Performance Assessment Interpretive Reading	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.
-	Exit Ticket	Have students click on the Can-Do and self-assess.	
Tuesday Final Unit Assessment			
5	Integrated Performance Assessment Interpersonal Speaking Presentational Writing	Introduce the Can-Dos at the beginning of class. Write them on the board, project them, or display them on the day's agenda. I can talk about cultural identity in Italy and America. I can write about Italian stereotypes and describe my own cultural identity.	Project for class.
45	Integrated Performance Assessment Interpersonal Speaking Presentational Writing	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.
-	Exit Ticket	Have students click on the Can-Dos and self-assess.	

Unit 1 Can-Dos

Interpretive Reading

- I can read a story about going skiing in the Alps.
- I can read a story about the implications of starting a family as a woman.
- I can read a story about exploring new places.
- I can read a story about social anxiety.
- I can read an article about common Italian behaviors according to foreigners.
- I can read an article about anxiety and mental health.

Interpretive Listening

- I can understand what someone says about Italian stereotypes and food culture in Italy.
- I can understand a video about whether Italians are punctual or late.

Presentation Speaking

I can tell an original story.

I can talk about my beliefs and someone who has different beliefs than I do.

I can talk about the fundamental elements of a healthy relationship.

I can talk about the existence of prejudice and misconceptions in society.

Presentation Writing

I can write an original story.

I can write about my own experiences with anxiety and discomfort.

I can write a persuasive letter.

I can write about my own experiences with misconceptions and prejudice.

I can write about Italian stereotypes and describe my own cultural identity.

I can write about the importance of celebrating International Women's Day.

Interpersonal Speaking

I can talk about places of worship in my culture.

I can talk about cultural identity in Italy and America.

I can talk about the importance of taking care of one's family and whether going to college is right for everyone.

Interpersonal Writing

I can write about putting together a school project with a classmate.

Intercultural Competencies

I can investigate products and perspectives in my own and other communities.

I can compare places of worship in Italy to those in my culture.

I can make comparisons between cultural products and practices to help understand perspectives using a variety of complex sentences connected with transitions.