# Voces® *Nostra storia* Level 1 Digital Courseware Alignment to ACTFL's World-Readiness Standards for Learning Languages

*Nostra storia* **Level 1** is an interactive Italian Comprehensible Input (CI) curriculum framework with proficiency-based materials for novice-level learners. Level 1 will take your middle or high school students who have no prior experience in Italian from Novice-Low through Novice-Mid levels of proficiency and beyond.

This standards-based, online program integrates stories, communicative tasks, and culture in a cohesive, all-in-one format accessible to students and teachers from any device.

This document illustrates how Level 1 aligns to ACTFL's World-Readiness Standards for Learning Languages. If you have any questions, call 1-800-848-0256 or email help@vocesdigital.com.

| *Unità 1: La mia vita a scuola* | | | |
|---|---|---|---|
| **1. Communication** | | | |
| **1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.** | | | |
| **Section** | **Title** | **Mode** | **Can-Do** |
| *Ancora! Ancora!* | *Il mondo attraverso le foto: Il Liceo Classico Cevolani Cento* | Speaking | I can talk about my school. |
| *Ancora! Ancora!* | *Il mondo attraverso le foto: La biblioteca* | Speaking | I can talk about a photo. |
| Integrated Performance Assessment | Interpersonal Speaking Task | Speaking | I can have a conversation that will help me get to know a new friend. |
| *Storia: Un'invasione al liceo scientifico!* | *Attività 3: Ascolta e risponde* | Writing | I can respond appropriately to questions about a story. |
| **1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.** | | | |
| **Section** | **Title** | **Mode** | **Can-Do** |
| *Racconto 1: Ho bisogno di una matita!* | *Attività 1: Risposta multipla* | Reading | I can read a story about a student in Italy. |
| *Racconto 2: Il messaggio di Alessia* | *Attività 1: Risposta multipla* | Reading | I can read a story about school supplies. |

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|---|---|---|---|
| *Racconto 3: Una scuola molto strana* | *Attività 1: Vero o falso?* | Reading | I can read a story about a new student. |
| *Racconto 4: Mamma mia, ho un test!* | *Attività 1: Risposta multipla* | Reading | I can read a story about a test. |
| *Storia: Un'invasione al liceo scientifico!* | *Attività 1: Quale risposta è corretta?* | Reading | I can read a story about a student in Torino. |
| Integrated Performance Assessment | Interpretive Reading Task | Reading | I can read, identify, and understand many words in an Italian class schedule. |
| *Ancora! Ancora!* | *Interviste: Maria* | Listening | I can understand some of what a person says about themselves. |
| *Ancora! Ancora!* | *Interviste: Christine* | Listening | I can understand some of what a person says about where they live. |

**1.3 Presentational: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.**

| Section | Title | Mode | Can-Do |
|---|---|---|---|
| *Storia: Un'invasione al liceo scientifico!* | *Attività 2: Raccontami cosa succede* | Speaking | I can tell a story about an alien invasion at a school. |
| *Racconto 3: Una scuola molto strana* | *Attività 2: Descrivi la foto* | Writing | I can write brief descriptions of story illustrations. |
| *Ancora! Ancora!* | *Panorama: L'università di Padova* | Writing | I can write about a panorama of an Italian university. |
| Integrated Performance Assessment | Presentational Writing Task | Writing | I can write an email describing my classes. |

**2. Culture**

**2.1 Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.**

| Section | Title | Can-Do/Description |
|---|---|---|
| *Ancora! Ancora!* | *Il mondo attraverso le foto: Il Liceo Classico Cevolani Cento* | I can compare my school to a typical school in Italy. |
| Integrated Performance Assessment | Interpretive Reading Task | I can compare a typical class schedule from Italy with one from my culture. |

**2.2 Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.**

| Section | Title | Can-Do/Description |
|---|---|---|
| *Ancora! Ancora!* | *Panorama: L'università di Padova* | University of Padova panorama |

**3. Connections**

**3.1 Other Disciplines: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.**

| Section | Title | Can-Do/Description |
|---|---|---|
| *Ancora! Ancora!* | *Il mondo attraverso le foto: Il Liceo Classico Cevolani Cento* | School system in Italy—structure and comparison |

**3.2 Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.**

| Section | Title | Can-Do/Description |
|---|---|---|
| *Ancora! Ancora!* | *Interviste: Christine* | Culture and Life in Bologna, Italy |

**4. Comparisons**

**4.1 Language: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.**

| Section | Title | Can-Do/Description |
|---|---|---|
| *Racconto 1: Ho bisogno di una matita!* | *Nota di grammatica* | *un/una* vs. *il/la* |
| *Racconto 2: Il messaggio di Alessia* | *Attenzione!* | *Maschile e femminile* |
| *Racconto 3: Una scuola molto strana* | *Nota di grammatica* | *La coniugazione del presente* |

| | | *dell'indicativo* |
|---|---|---|
| **4.2 Culture: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.** | | |
| **Section** | **Title** | **Can-Do/Description** |
| *Ancora! Ancora!* | *Il mondo attraverso le foto: Il Liceo Classico Cevolani Cento* | I can compare my school to a typical school in Italy. |
| Integrated Performance Assessment | Intercultural Competencies Task | I can compare a typical class schedule from Italy with one from my culture. |
| **5. Communities** | | |
| **5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.** | | |
| **Title** | | **Can-Do/Description** |
| *Nella mia comunità* | | Texting and key pals |
| **5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.** | | |
| **Title** | | **Can-Do/Description** |
| Can-Do Checklist | | Setting personal language goals, self-assessment on Can-Do statements, and unit reflection |
| Integrated Performance Assessment | Can-Do Self-Assessment | Self-assessment on IPA Can-Do statements |