



Alignment to the Proposed New York State World Languages Learning Standards
Voces® Nostra storia 1

Nostra storia Level 1 is an interactive Italian Comprehensible Input (CI) curriculum 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 unit one in *Nostra storia 1* aligns to the proposed New York State World Languages Learning Standards. If you have any questions, call 1-800-848-0256 or email help@vocesdigital.com.

Unità 1: La mia vita a scuola			
Anchor Standard: Communication Learners communicate effectively in the target language in order to function in a variety of contexts and for multiple purposes.			
Benchmark Standard 1: Interpretive Communication Learners understand, interpret, and analyze what is heard, read, received, or viewed on a variety of topics, using a range of diverse texts, including authentic resources.			
Section	Title	Mode	Can-Do/Description
<i>Racconto 1: Ho bisogno di una matita!</i>	<i>Attività 1: Risposta multipla</i>	Reading	I can read a story about a student in Italy.
<i>Racconto 2: Il messaggio di Alessia</i>	<i>Attività 1: Risposta multipla</i>	Reading	I can read a story about school supplies.
<i>Racconto 3: Una scuola molto strana</i>	<i>Attività 1: Vero o falso?</i>	Reading	I can read a story about a new student.
<i>Racconto 4: Mamma mia, ho un test!</i>	<i>Attività 1: Risposta multipla</i>	Reading	I can read a story about a test.
<i>Storia: Un'invasione al liceo scientifico!</i>	<i>Attività 1: Quale risposta è corretta?</i>	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.

<i>Ancora! Ancora!</i>	<i>Interviste: Maria</i>	Listening	I can understand some of what a person says about themselves.
<i>Ancora! Ancora!</i>	<i>Interviste: Christine</i>	Listening	I can understand some of what a person says about where they live.
Benchmark Standard 2: Interpersonal Communication Learners interact and negotiate meaning in spontaneous, spoken, visual, or written conversations to exchange information and express feelings, preferences, and opinions.			
Section	Title	Mode	Can-Do
<i>Ancora! Ancora!</i>	<i>Il mondo attraverso le foto: Il Liceo Classico Cevolani Cento</i>	Speaking	I can talk about my school.
<i>Ancora! Ancora!</i>	<i>Il mondo attraverso le foto: La biblioteca</i>	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.
<i>Storia: Un'invasione al liceo scientifico!</i>	<i>Attività 3: Ascolta e risponde</i>	Writing	I can respond appropriately to questions about a story.
Benchmark Standard 3: Presentational Communication Learners present information and ideas on a variety of topics adapted to various audiences of listeners, readers, or viewers to describe, inform, narrate, explain, or persuade.			
Section	Title	Mode	Can-Do
<i>Storia: Un'invasione al liceo scientifico!</i>	<i>Attività 2: Raccontami cosa succede</i>	Speaking	I can tell a story about an alien invasion at a school.
<i>Racconto 3: Una scuola molto strana</i>	<i>Attività 2: Descrivi la foto</i>	Writing	I can write brief descriptions of story illustrations.
<i>Ancora! Ancora!</i>	<i>Panorama: L'università di Padova</i>	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.
Anchor Standard: Cultures Learners use the target language to identify, describe, compare, and explain the practices, products, and perspectives of the cultures studied.			
Benchmark Standard 4: Relating Cultural Practices and Products to Perspectives Learners use the target language to identify, describe, and explain the practices and products of the			

cultures studied as well as the cultural perspectives they suggest.		
Section	Title	Can-Do/Description
<i>Ancora! Ancora!</i>	<i>Il mondo attraverso le foto: Il Liceo Classico Cevolani Cento</i>	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.
Benchmark Standard 5: Cultural Comparisons		
Learners use the target language to compare the products and practices of the cultures studied and their own.		
Section	Title	Can-Do/Description
<i>Ancora! Ancora!</i>	<i>Il mondo attraverso le foto: Il Liceo Classico Cevolani Cento</i>	School system in Italy—structure and comparison
Integrated Performance Assessment	Interpretive Reading Task	I can compare a typical class schedule from Italy with one from my culture.
<i>Ancora! Ancora!</i>	<i>Panorama: L'università di Padova</i>	University of Padova panorama
<i>Ancora! Ancora!</i>	<i>Interviste: Christine</i>	Culture and Life in Bologna, Italy
<i>Ancora! Ancora!</i>	<i>Il mondo attraverso le foto: Il Liceo Classico Cevolani Cento</i>	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.

For more information about these or any other titles, go to VocesDigital.com or call 1-800-848-0256.

