

Alignment to ACTFL's World-Readiness Standards for Learning Languages

Voces® Nostra storia ~ Livello 1~ Unità 1

Nostra storia, Livello 1 is an interactive Italian curriculum framework that was created based on the principles of Acquisition-Driven Instruction and Comprehensible Input. This framework includes the vocabulary, themes, stories, and activities you need to create your custom Italian curriculum. *Nostra storia, Livello 1* will take your students through a Novice-Mid level of proficiency and beyond. The standards-based, online program integrates communication 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, Livello 1* aligns to ACTFL's World-Readiness Standards for Learning Languages. If you have any questions, call 1-800-848-0256 or email info@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/Description
Racconto 2: Il messaggio di Alessia	Interpersonal Writing: Una conversazione con Marco	Writing	I can communicate basic information about school supplies and my classes to another student.
Racconto 4: Mamma mia, ho un test!	Interpersonal Speaking: Un test di matematica	Speaking	I can talk about taking a test.
Storia: Un'invasione al liceo scientifico!	Attività 3: Ascolta e rispondi	Writing	I can respond appropriately to questions about a story.
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can have a conversation that will help me get to know a new friend.
1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.			
Section	Title	Mode	Can-Do/Description
Racconto 1: Ho bisogno di una matita!	Attività 1: Risposta multipla	Reading	I can read a story about a student in Italy.
Racconto 1: Ho bisogno di una matita!	Interpretive Reading: La Croce Rossa Italiana	Reading	I can understand an article about school supplies.

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<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.
<i>Storia: Un'invasione al liceo scientifico!</i>	<i>Interpretive Listening: Le materie più amate e odiate dagli studenti</i>	Listening	I can understand most of what Italian students say about their most popular and unpopular classes.
<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.
Integrated Performance Assessment	Interpretive Reading	Reading	I can read, identify, and understand many words in an Italian class schedule.

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/Description
<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>Racconto 3: Una scuola molto strana</i>	<i>Presentational Speaking: Il primo giorno di lezione</i>	Speaking	I can say hello to my teacher and introduce myself.
<i>Racconto 4: Mamma mia, ho un test!</i>	<i>Presentational Writing: Le mie lezioni</i>	Writing	I can list my schedule of classes.
<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.
End-of-Unit Review and Assessment	<i>La mia storia!</i>	Writing	I can write an original story.
End-of-Unit Review	<i>Raccontaci una storia originale</i>	Speaking	I can tell an original

and Assessment			story.
Integrated Performance Assessment	Presentational Writing	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 Centro	I can compare my school to a typical school in Italy.	
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	I can write about a panorama of an Italian university.	
Integrated Performance Assessment	Interpretive Reading	I can compare a typical class schedule from Italy with one from my culture.	
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	
Andiamo in Italia!		Interpret a map of Italy	
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	
Storia: Un'invasione al liceo scientifico!	InterpretiveListening: Le materie più amate e odiate dagli studenti	I can understand most of what Italian students say about their most popular and unpopular classes.	
Ancora! Ancora!	Il mondo attraverso le foto: Il Liceo Classico Cevolani Centro	I can compare my school to a typical school in Italy.	
Integrated Performance Assessment	Interpretive Reading	I can compare a typical class schedule from Italy with one from my culture.	
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!	Vocabolario importante Story script	Vocabulary	
Racconto 1: Ho bisogno di una matita!	Nota di grammatica: un/una vs.il/la	A, an, and the	
Racconto 2: Il messaggio di Alessia	Vocabolario importante Story script	Vocabulary	
Racconto 3: Una scuola molto strana	Vocabolario importante Story script	Vocabulary	

<i>Racconto 3: Una scuola molto strana</i>	<i>Nota di grammatica: La coniugazione</i>	Verb forms
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
<i>Storia: Un'invasione al liceo scientifico!</i>	Interpretive Listening: <i>Le materie più amate e odiate dagli studenti</i>	I can understand most of what Italian students say about their most popular and unpopular classes.
<i>Ancora! Ancora!</i>	<i>Il mondo attraverso le foto: Il Liceo Classico Cevolani Centro</i>	I can compare my school to a typical school in Italy.
Integrated Performance Assessment	Interpretive Reading	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.		
Section	Title	Can-Do/Description
<i>Nella mia comunità</i>		I can use the Italian language both within and beyond my classroom to interact and collaborate in my community and the globalized world.
5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.		
Section	Title	Can-Do/Description
Can-Do Checklist		Setting personal language goals, self-assessment on Can-Do statements, and unit reflection

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