

**Alignment to Arizona's World and Native Language Standards
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 Arizona's World and Native Language Standards. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

<i>Unità 1: La mia vita a scuola</i>			
Communication			
Interpersonal (IC): Learners interact and negotiate meaning in spoken, written, or signed conversations to share information, reactions, feelings, and opinions.			
Section	Title	Mode	Can-Do/Description
<i>Racconto 2: Il messaggio di Alessia</i>	Interpersonal Writing: <i>Una conversazione con Marco</i>	Writing	I can communicate basic information about school supplies and my classes to another student.
<i>Racconto 4: Mamma mia, ho un test!</i>	Interpersonal Speaking: <i>Un test di matematica</i>	Speaking	I can talk about taking a test.
<i>Storia: Un'invasione al liceo scientifico!</i>	<i>Attività 3: Ascolta e rispondi</i>	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.
Interpretive (IL & IR): Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.			
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 1: Ho bisogno di una matita!</i>	Interpretive Reading: <i>La Croce Rossa Italiana</i>	Reading	I can understand an article about school supplies.
<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>	Interpretive Listening: <i>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.

Presentational (PS & PW): 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>	Presentational Speaking: <i>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>	Presentational Writing: <i>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 and Assessment	<i>Raccontaci una storia originale</i>	Speaking	I can tell an original story.
Integrated Performance Assessment	Presentational Writing	Writing	I can write an email describing my classes.

Culture (CUL): Learners use the target language to investigate, explain, and reflect on the relationship between the practices, products, and perspectives of cultures studied.

Section	Title	Can-Do/Description
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<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.
<i>Ancora! Ancora!</i>	<i>Panorama: L'Università di Padova</i>	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.
Connections (CON): Learners build, reinforce, and expand knowledge of other content areas and evaluate information and diverse perspectives while using the target language to develop critical thinking and creative problem solving.		
Section	Title	Can-Do/Description
<i>Andiamo in Italia!</i>		Interpret a map of Italy
<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.
Comparisons (COMP): Learners use the language to investigate, explain, and reflect on the nature of language and the concept of culture through comparisons of the target language and cultures studied to one's own.		
Section	Title	Can-Do/Description
<i>Racconto 1: Ho bisogno di una matita!</i>	<i>Vocabolario importante</i> Story script	Vocabulary
<i>Racconto 1: Ho bisogno di una matita!</i>	<i>Nota di grammatica: un/una vs.il/la</i>	A, an, and the
<i>Racconto 2: Il messaggio di Alessia</i>	<i>Vocabolario importante</i> Story script	Vocabulary
<i>Racconto 3: Una scuola molto strana</i>	<i>Vocabolario importante</i> Story script	Vocabulary
<i>Racconto 3: Una scuola molto strana</i>	<i>Nota di grammatica: La coniugazione</i>	Verb forms
<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.

Communities (COM): Learners use the target language to participate in the community and in the globalized world, for enjoyment, enrichment, and advancement.		
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.
Can-Do Checklist		Setting personal language goals, self-assessment on Can-Do statements, and unit reflection

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

