

## Alignment to WorldLanguages Standards for California Public Schools

### 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 the World Languages Standards for California Public Schools. If you have any questions, call 1-800-848-0256 or email [info@vocesdigital.com](mailto:info@vocesdigital.com).

| <i>Unità 1: La mia vita a scuola</i>              |                                                                             |             |                                                                                                    |
|---------------------------------------------------|-----------------------------------------------------------------------------|-------------|----------------------------------------------------------------------------------------------------|
| <b>1. Communication</b>                           |                                                                             |             |                                                                                                    |
| <b>1.1 Interpretive</b>                           |                                                                             |             |                                                                                                    |
| <b>Section</b>                                    | <b>Title</b>                                                                | <b>Mode</b> | <b>Can-Do/Description</b>                                                                          |
| <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.                |
| <b>1.2 Interpersonal</b>                                    |                                                            |                                                    |                                                                                              |
| <b>Section</b>                                              | <b>Title</b>                                               | <b>Mode</b>                                        | <b>Can-Do/Description</b>                                                                    |
| <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.                        |
| <b>1.3 Presentational</b>                                   |                                                            |                                                    |                                                                                              |
| <b>Section</b>                                              | <b>Title</b>                                               | <b>Mode</b>                                        | <b>Can-Do/Description</b>                                                                    |
| <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 cosasuccede</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.                                                  |
| <b>1.5 Receptive Structures in Service of Communication</b> |                                                            |                                                    |                                                                                              |
| <b>Section</b>                                              | <b>Title</b>                                               | <b>Can-Do/Description</b>                          |                                                                                              |
| <i>Racconto 1: Ho bisogno di una matita!</i>                | <i>Attività 1: Risposta multipla</i>                       | 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>       | 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>                                        | I can read a story about school supplies.                                                          |
| <i>Racconto 3: Una scuola molto strana</i>        | <i>Attività 1: Vero o falso?</i>                                            | I can read a story about a new student.                                                            |
| <i>Racconto 4: Mamma mia, ho un test!</i>         | <i>Attività 1: Risposta multipla</i>                                        | I can read a story about a test.                                                                   |
| <i>Storia: Un'invasione al liceo scientifico!</i> | <i>Attività 1: Quale risposta è corretta?</i>                               | 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> | I can understand most of what Italian students say about their most popular and unpopular classes. |
| <i>Ancora! Ancora!</i>                            | <i>Interviste: Maria</i>                                                    | I can understand some of what a person says about themselves.                                      |
| <i>Ancora! Ancora!</i>                            | <i>Interviste: Christine</i>                                                | I can understand some of what a person says about where they live.                                 |
| Integrated Performance Assessment                 | Interpretive Reading                                                        | I can read, identify, and understand many words in an Italian class schedule.                      |

#### 1.6 Productive Structures in Service of Communication

| Section                                           | Title                                                     | Can-Do/Description                                                                           |
|---------------------------------------------------|-----------------------------------------------------------|----------------------------------------------------------------------------------------------|
| <i>Racconto 2: Il messaggio di Alessia</i>        | Interpersonal Writing: <i>Una conversazione con Marco</i> | 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>      | I can talk about taking a test.                                                              |
| <i>Storia: Un'invasione al liceo scientifico!</i> | <i>Attività 3: Ascolta e rispondi</i>                     | I can respond appropriately to questions about a story.                                      |
| Integrated Performance Assessment                 | Interpersonal Speaking                                    | I can have a conversation that will help me get to know a new friend.                        |
| <i>Racconto 3: Una scuola molto strana</i>        | <i>Attività 2: Descrivi la foto</i>                       | I can write brief descriptions of story illustrations.                                       |
| <i>Racconto 3: Una scuola molto strana</i>        | Presentation Speaking: <i>Il primo giorno di lezione</i>  | I can say hello to my teacher and introduce myself.                                          |
| <i>Racconto 4: Mamma mia, ho un test!</i>         | Presentation Writing: <i>Le mie lezioni</i>               | I can list my schedule of classes.                                                           |
| <i>Storia: Un'invasione al liceo scientifico!</i> | <i>Attività 2: Raccontami cosa succede</i>                | I can tell a story about an alien invasion at a school.                                      |
| End-of-Unit Review and Assessment                 | <i>La mia storia!</i>                                     | I can write an original story.                                                               |
| End-of-Unit Review and Assessment                 | <i>Raccontaci una storia originale</i>                    | I can tell an original story.                                                                |
| Integrated Performance Assessment                 | Presentation Writing                                      | I can write an email describing my classes.                                                  |

#### 1.7 Language Comparisons in Service of Communication

| Section | Title | Can-Do/Description |
|---------|-------|--------------------|
|---------|-------|--------------------|

| <i>Racconto 1: Ho bisogno di una matita!</i>              | <i>Vocabolario importante</i><br>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><br>Story script                               | Vocabulary                                                                                         |
| <i>Racconto 3: Una scuola molto strana</i>                | <i>Vocabolario importante</i><br>Story script                               | Vocabulary                                                                                         |
| <i>Racconto 3: Una scuola molto strana</i>                | <i>Nota di grammatica: La coniugazione</i>                                  | Verb forms                                                                                         |
| <b>2. Cultures</b>                                        |                                                                             |                                                                                                    |
| <b>2.1 Culturally Appropriate Interaction</b>             |                                                                             |                                                                                                    |
| 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.                        |
| <b>2.2 Cultural Products, Practices, and Perspectives</b> |                                                                             |                                                                                                    |
| Section                                                   | Title                                                                       | Can-Do/Description                                                                                 |
| <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.                        |
| <b>2.3 Cultural Comparisons</b>                           |                                                                             |                                                                                                    |
| 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.                        |
| <b>2.4 Intercultural Influences</b>                       |                                                                             |                                                                                                    |
| 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.                              |
| <b>3. Connections</b>                                      |                                                                             |                                                                                                    |
| <b>3.1 Connections to Other Disciplines</b>                |                                                                             |                                                                                                    |
| <b>Section</b>                                             | <b>Title</b>                                                                | <b>Can-Do/Description</b>                                                                          |
| <i>Andiamo in Italia!</i>                                  |                                                                             | Interpret a map of Italy                                                                           |
| <b>3.2 Diverse Perspectives and Distinctive Viewpoints</b> |                                                                             |                                                                                                    |
| <b>Section</b>                                             | <b>Title</b>                                                                | <b>Can-Do/Description</b>                                                                          |
| <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.                        |

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