Alignment to Connecticut WorldLanguage Curriculum Framework 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 Connecticut World Language Curriculum Framework. If you have any questions, call 1-800-848-0256 or email <u>info@vocesdigital.com</u>.

Unità 1: La mia vita a scuola					
Communication Interpersonal Mode: In at least one language other than English, students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.					
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.		
Interpretive Mode: In at least one language other than English, students will understand and interpret spoken and written language 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.		
Racconto 2: Il messaggio di Alessia	Attività 1: Risposta multipla	Reading	I can read a story about school supplies.		

Racconto 3: Una scuola	Attività 1: Vero o falso?	Reading	I can read a story about a
molto strana		D 1'	new student.
Racconto 4: Mamma mia, ho un test!	Attività 1: Risposta multipla	Reading	I can read a story about a test.
<i>Storia: Un'invasione al liceo scientifico!</i>	Attività 1: Quale risposta è corretta?	Reading	I can read a story about a student in Torino.
Storia: Un'invasione al liceo scientifico!	Interpretive Listening: Le materiepiùamate e odiate dagli studenti	Listening	g I can understand most of what Italian students say about their most popular and unpopular classes.
Ancora! Ancora!	Interviste:Maria	Listening	g 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.
Integrated Performance Assessment	Interpretive Reading	Reading	I can read, identify, and understand many words in an Italian class schedule.
Presentational Mode: In at and ideas to listeners or read	least one language other than Engli lers on a variety of topics.	sh, students	s will present information, concepts
Section	Title	Mode	Can-Do/Description
Racconto 3: Una scuola	Attività 2: Descrivi la foto	Writing	I can write brief
molto strana			descriptions of story illustrations.
molto strana Racconto 3: Una scuola molto strana	Presentational Speaking: <i>Il primo giorno di lezione</i>	Speaking	illustrations.
Racconto 3: Una scuola		Speaking	illustrations. I can say hello to my teacher and introduce
Racconto 3: Una scuola molto strana Racconto 4: Mamma mia,	primo giorno di lezione Presentational Writing: Le mie		illustrations. I can say hello to my teacher and introduce myself. I can list my schedule of classes.
Racconto 3: Una scuola molto strana Racconto 4: Mamma mia, ho un test! Storia: Un'invasione al	primo giorno di lezione Presentational Writing: Le mie lezioni Attività 2: Raccontami	Writing	illustrations. I can say hello to my teacher and introduce myself. I can list my schedule of classes. I can tell a story about an alien invasion at a
Racconto 3: Una scuola molto strana Racconto 4: Mamma mia, ho un test! Storia: Un'invasione al liceo scientifico! End-of-Unit Review and	primo giorno di lezionePresentational Writing: Le mie lezioniAttività 2: Raccontami cosasuccede	Writing Speaking	illustrations.I can say hello to my teacher and introduce myself.I can list my schedule of classes.I can tell a story about an alien invasion at a school.I can write an original story.I can tell an original
Racconto 3: Una scuola molto stranaRacconto 4: Mamma mia, ho un test!Storia: Un'invasione al liceo scientifico!End-of-Unit Review and AssessmentEnd-of-Unit Review and AssessmentIntegrated Performance	primo giorno di lezionePresentational Writing: Le mie lezioniAttività 2: Raccontami cosasuccedeLa mia storia!	Writing Speaking Writing	illustrations.
Racconto 3: Una scuola molto stranaRacconto 4: Mamma mia, ho un test!Storia: Un'invasione al liceo scientifico!End-of-Unit Review and AssessmentEnd-of-Unit Review and AssessmentIntegrated Performance AssessmentIntegrated Performance AssessmentCultures: In at least one the products, practices an	primo giorno di lezionePresentational Writing: Le mie lezioniAttività 2: Raccontami cosasuccedeLa mia storia!Raccontaci una storia originale	Writing Speaking Writing Speaking Writing ents will d died, and v	illustrations.illustrations.I can say hello to my teacher and introduce myself.I can list my schedule of classes.I can tell a story about an alien invasion at a school.I can write an original story.I can tell an original story.I can write an email describing my classes.emonstrate an understanding of
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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.				
Connections (Interdisciplinary Mode): In at least one language other than English, students will						
reinforce and expand their knowledge of other areas of study through the world language, and vice						
versa.						
Section	Title	Can-Do/Description				
Andiamo in Italia!		Interpret a map of Italy				
Connections (Intradisciplinary Mode): In at least one language other than English, students will						
	ation from a variety of sources only available					
Section	Title	Can-Do/Description				
Storia: Un'invasione al	Interpretive Listening: Le materie più amate e	I can understand most of what				
liceo scientifico!	odiate dagli studenti	Italian students say about their				
U		most popular and unpopular				
		classes.				
Ancora! Ancora!	Il mondo attraverso le foto: Il Liceo Classico	I can compare my school to a				
	Cevolani Centro	typical school in Italy.				
		I can compare a typical class				
Integrated Performance	Interpretive Reading	i can compare a typicar class				
Integrated Performance Assessment	Interpretive Reading	schedule from Italy with one from				
Assessment		schedule from Italy with one from my culture.				
Assessment	Languages: In at least one language other th	schedule from Italy with one from my culture.				
Assessment Comparisons Among		schedule from Italy with one from my culture. an English, students will				
Assessment Comparisons Among	Languages: In at least one language other th	schedule from Italy with one from my culture. an English, students will				
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Assessment Comparisons Among demonstrate literacy an Section Racconto 1: Ho bisogno di una matita! Racconto 1: Ho bisogno	Languages: In at least one language other that an understanding of language through com Title Vocabolario importante Story script Nota di grammatica: un/una vs.il/la Vocabolario importante	schedule from Italy with one from my culture. an English, students will aparisons across languages. Can-Do/Description Vocabulary				
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Integrated Performance Assessment	Interpretive Reading	I can compare a typical class schedule from Italy with one from my culture.		
Communities: In at least one language other than English, students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation.				
Section	Title	Can-Do/Description		
Nella mia comunità		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		

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