

## Alignment to Georgia Performance Standards for Modern Languages Level 1

### 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 Georgia Performance Standards for Modern Languages Level 1. 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>Interpersonal Mode of Communication (IP)</b> <b>MLI.IP1 – The students exchange simple spoken and written information in the target language, utilizing cultural references where appropriate.</b> <b>MLI.IP2 – The students demonstrate skills necessary to sustain brief oral and written exchanges in the target language.</b>			
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.
<b>Interpretive Mode of Communication (INT)</b> <b>MLI.INT1 – The students demonstrate understanding of simple spoken and written language presented through a variety of media in the target language and based on topics such as self, family, school, etc.</b> <b>MLI.INT2 – The students interpret verbal and non-verbal cues to understand simple spoken and written messages in the target language.</b>			
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 Mode of Communication (P)**

**MLI.P1 – The students present information orally and in writing that contains a variety of vocabulary, phrases, and patterns.**

**MLI.P2 – The students present brief, rehearsed material in the target language, such as dialogues, skits, poetry, and songs.**

<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 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.
II. Cultural Perspectives, Practices, and Products (CU)			
MLI.CU1 – The students develop an awareness of perspectives, practices, and products of the cultures where the target language is spoken.			
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.	
III. Connections, Comparisons, and Communities (CCC)			
MLI.CCC1 – The students use information acquired in the study of the target and information acquired in other subject areas to reinforce one another.			
MLI.CCC2 – The students demonstrate an understanding of the significance of culture through comparisons between the culture(s) studied and the students’ own culture.			
MLI.CCC3 – The students compare basic elements of the target language to the English language.			
MLI.CCC4 – The students demonstrate an awareness of current events in the target culture(s).			
MLI.CCC5 – The students identify situations and resources in which target language skills and cultural knowledge may be applied beyond the classroom setting, for recreational, educational, and occupational purposes.			
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.	
<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>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

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