Alignment to Illinois' 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 Illinois' World-Readiness Standards for LearningLanguages. If you have any questions, call 1-800-848-0256 or email <u>info@vocesdigital.com</u>.

Unità 1: La mia	vita a scuol	a
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Communication

Interpersonal Communication: 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: <i>Una</i> 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: <i>Un test di matematica</i>	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 Communication: 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.

Racconto 2: Il messaggio di Alessia	Attività 1: Risposta multipla	Reading	I can read a story about school supplies.
Racconto 3: Una scuola molto strana	Attività 1: Vero o falso?	Reading	I can read a story about a new student.
Racconto 4: Mamma mia, ho un test!	Attività 1: Risposta multipla	Reading	I can read a story about a test.
Storia: Un'invasione al liceo scientifico!	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 materiepiù amate e odiate dagli studenti	Listening	I can understand most of what Italian students say about their most popular and unpopular classes.
Ancora! Ancora!	Interviste:Maria	Listening	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 Communication: 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
Racconto 3: Una scuola	Attività 2: Descrivi la foto	Writing	I can write brief
molto strana			descriptions of story illustrations.
Racconto 3: Una scuola	Presentational Speaking: Il primo	Speaking	I can say hello to my
molto strana	giorno di lezione		teacher and introduce myself.
Racconto 4: Mamma	Presentational Writing: Le mie	Writing	I can list my schedule of
mia, ho un test!	lezioni		classes.
Storia: Un'invasione al liceo scientifico!	Attività 2: Raccontami cosasuccede	Speaking	I can tell a story about an alien invasion at a school.
End-of-Unit Review	La mia storia!	Writing	I can write an original
and Assessment			story.

End-of-Unit Review	Raccontaci una storia originale	Speaking	I can tell an original	
and Assessment		***	story.	
Integrated Performance	Presentational Writing	Writing	I can write an email	
Assessment			describing my classes.	
Culture				
O	ices to Perspectives: Learners use the l the practices and perspectives of the cul	~ ~	- · · · · · · · · · · · · · · · · · · ·	
Section	Title		Can-Do/Description	
Ancora! Ancora!	Il mondo attraverso le foto: Il Liceo C	· · · · · · · · · · · · · · · · · · ·		
meora, meora.	Cevolani Centro		typical school in Italy.	
Relating Cultural Produ	ucts to Perspectives: Learners use the l		· · · · · · · · · · · · · · · · · · ·	
	the products and perspectives of the cul-			
Section	Title		Can-Do/Description	
Ancora! Ancora!	Panorama: L'Università di Padova		can write about a panorama of	
			n Italian university.	
Integrated Performance	Interpretive Reading	I	can compare a typical class	
Assessment		S	chedule from Italy with one from	
		n	ny culture.	
Connections				
Making Connections: L	earners build, reinforce, and expand the	ir knowledge	e of other disciplines while using	
the language to develop of	critical thinking and to solve problems c	reatively.		
Section	Title	(Can-Do/Description	
Andiamo in Italia!		I	nterpret a map of Italy	
Acquiring Information	and Diverse Perspectives: Learners ac	cess and eva	luate information and diverse	
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perspectives that are avai	lable through the language and its cultur	res.		
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Racconto 3: Una scuola	Vocabolario importante	Vocabulary	
molto strana	Story script		
Racconto 3: Una scuola	Nota di grammatica: La coniugazione	Verb forms	
molto strana			
Cultural Comparisons:	Learners use the language to investigate, explain	n, and reflect on the concept of	
	ons of the cultures studied and their own.	•	
Section	Title	Can-Do/Description	
Storia: Un'invasione al	Interpretive Listening: Le materie più amate	I can understand most of what	
liceo scientifico!	e odiate dagli studenti	Italian students say about their	
3	e oatale augit studenti	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.	
Integrated Performance	Interpretive Reading	I can compare a typical class	
Assessment		schedule from Italy with one from	
		my culture.	
Communities			
School and Global Com	munities: Learners use the language both within	n and beyond the classroom to	
	n their community and the globalized world.	, and the second	
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.	
Lifelong Learning: Lear	ners set goals and reflect on their progress in us	ing 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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