

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 Learning Languages. 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 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 |
| <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 Communication: 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 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 |
| <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. |

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| 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 | | | |
| Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. | | | |
| 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. | |
| Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. | | | |
| Section | Title | Can-Do/Description | |
| <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 | | | |
| Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. | | | |
| Section | Title | Can-Do/Description | |
| <i>Andiamo in Italia!</i> | | Interpret a map of Italy | |
| Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. | | | |
| 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. | |
| Comparisons | | | |
| Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their 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 |
| Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. | | |
| 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. |
| Communities | | |
| School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. | | |
| 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. |
| Lifelong Learning: Learners set goals and reflect on their progress in using 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 |

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

