

Alignment to Kentucky Standard for World Language Proficiency

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 Kentucky Standard for World Language Proficiency. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

| <i>Unità 1: La mia vita a scuola</i> | | | |
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| Language Competencies | | | |
| 1. Interpretive Listening (IL) and Reading (IR) – I can interpret information, concepts, and ideas from a variety of culturally authentic sources 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. |

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| Integrated Performance Assessment | Interpretive Reading | Reading | I can read, identify, and understand many words in an Italian class schedule. |
| 2. Interpersonal Communication (IC) – I can exchange information, concepts, and ideas with a variety of speakers or readers on a variety of topics in a culturally appropriate context. | | | |
| 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. |
| 3. Presentational Speaking (PS) and Writing (PW) – I can present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a culturally appropriate context. | | | |
| 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. |
| 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. |
| Intercultural Competencies | | | |
| 4. Investigation of Cultural Products and Practices (CPP) – I can use my language skills to investigate the world beyond my immediate environment. | | | |
| Section | Title | Can-Do/Description | |

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| <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. |
| 5. Understanding of Cultural Perspectives (CP) – I can use my language skills to recognize and understand other's ways of thinking as well as my 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. |
| 6. Participation in Cultural Interaction (CIA) – I can use my language skills and cultural understanding to interact in a cultural context other than my 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. |
| <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. |

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

