Alignment to Maine's Learning Results – World Languages Standards 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 Maine's Learning Results – World Languages Standards. If you have any questions, call 1-800-848-0256 or email <u>info@vocesdigital.com</u>.

Unità 1: La mia vita a s	cuola		
A. Communication	n: Students communicate in the t	target language	
A1. Interpersonal: Stude	ents engage in simple conversations ions by creating simple sentences a	to provide and o	obtain information and to
Section	Title	Mode	Can-Do/Description
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.
A2. Interpretive: Studen contexts.	ts comprehend brief conversations,	narratives, and r	ecorded material in familiar
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

molto strana				a new student.
Racconto 4: Mamma	Attività 1: Risposta multipla	Reading	ŋ	I can read a story about
mia, ho un test!			5	a test.
Storia: Un'invasione al	Attività 1: Quale risposta è	Reading	g	I can read a story about
liceo scientifico!	corretta?			a student in Torino.
Storia: Un'invasione al	Interpretive Listening: Le	Listenii	ıg	I can understand most of
liceo scientifico!	materie più amate e odiate dagli			what Italian students say
	studenti			about their most popular
				and unpopular classes.
Ancora! Ancora!	Interviste:Maria	Listenii	ng	I can understand some
				of what a person says
		T • . •		about themselves.
Ancora! Ancora!	Interviste: Christine	Listenii	ng	I can understand some
				of what a person says about where they live.
Integrated Performance	Interpretive Reading	Reading	T	I can read, identify, and
Assessment	Interpretive Reading	Reading	5	understand many words
Assessment				in an Italian class
				schedule.
A3. Presentational: Stud	lents use simple sentences and string	s of simp	le sentend	
	resentations based on familiar topics.			
Section	Title	Mode		Can-Do/Description
Racconto 3: Una scuola	Attività 2: Descrivi la foto	Writing	5	I can write brief
molto strana				descriptions of story
		~		illustrations.
Racconto 3: Una scuola	Presentational Speaking: <i>Il primo</i>	Speakir	ng	I can say hello to my
molto strana	giorno di lezione			teacher and introduce
Racconto 4: Mamma	Progentational Writing, La mia	Writing		myself.
	Presentational Writing: Le mie	writing		
	lazioni		,	I can list my schedule
<i>mia, ho un test!</i> Storia: Un'invasione al	lezioni Attività 2: Raccontami		, 	of classes.
Storia: Un'invasione al	Attività 2: Raccontami	Speakir	, 	of classes. I can tell a story about
			, 	of classes. I can tell a story about an alien invasion at a
Storia: Un'invasione al	Attività 2: Raccontami	Speakir	ng	of classes. I can tell a story about an alien invasion at a school.
Storia: Un'invasione al liceo scientifico!	Attività 2: Raccontami cosasuccede		ng	of classes. I can tell a story about an alien invasion at a
Storia: Un'invasione al liceo scientifico! End-of-Unit Review	Attività 2: Raccontami cosasuccede	Speakir	ng	of classes. I can tell a story about an alien invasion at a school. I can write an original
Storia: Un'invasione al liceo scientifico! End-of-Unit Review and Assessment	Attività 2: Raccontami cosasuccede La mia storia!	Speakir	ng	of classes. I can tell a story about an alien invasion at a school. I can write an original story.
Storia: Un'invasione al liceo scientifico! End-of-Unit Review and Assessment End-of-Unit Review	Attività 2: Raccontami cosasuccede La mia storia!	Speakir	ng	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
Storia: Un'invasione al liceo scientifico! End-of-Unit Review and Assessment End-of-Unit Review and Assessment Integrated Performance Assessment	Attività 2: Raccontami cosasuccede La mia storia! Raccontaci una storia originale Presentational Writing	Speakir Writing Speakir Writing	ng g ng	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.
Storia: Un'invasione al liceo scientifico! End-of-Unit Review and Assessment End-of-Unit Review and Assessment Integrated Performance Assessment A4. Language Compari	Attività 2: Raccontami cosasuccede La mia storia! Raccontaci una storia originale Presentational Writing sons: Students compare the target lar	Speakir Writing Speakir Writing	ng g ng	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.
Storia: Un'invasione al liceo scientifico! End-of-Unit Review and Assessment End-of-Unit Review and Assessment Integrated Performance Assessment A4. Language Comparis understand language syst	Attività 2: Raccontami cosasuccede La mia storia! Raccontaci una storia originale Presentational Writing sons: Students compare the target lar ems.	Speakir Writing Speakir Writing	ng g ith Englis	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. h in order to better
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messaggio di Alessia	Story script	
Racconto 3: Una scuola	Vocabolario importante	Vocabulary
molto strana	Story script	
Racconto 3: Una scuola	Nota di grammatica: La coniugazione	Verb forms
molto strana		
B. Cultures: Stud	ents demonstrate an understanding of a c	culture(s) in which the target
language is spo		
B1. Practices and Persp culture(s) in which the ta	ectives: Students describe practices of a cul rget language is spoken.	ture(s) and perspectives of a
Section	Title	Can-Do/Description
Ancora! Ancora!	Il mondo attraverso le foto: Il Liceo Classico Cevolani Centro	I can compare my school to a typical school in Italy.
B2. Products and Persp	ectives: Students identify and explain the si	gnificance of objects used in daily
	prical artifacts that reflect the perspectives of	
language is spoken.	1 1	
Section	Title	Can-Do/Description
Ancora! Ancora!	Panorama: L'Università di Padova	I can write about a panorama of
		an Italian university.
Integrated Performance	Interpretive Reading	I can compare a typical class
Assessment		schedule from Italy with one
		from my culture.
B3. Comparisons with C	Own Culture: Students recognize and comp	pare perspectives related to products
and practices of a culture	(s) in which the target language is spoken to	
and practices of a culture culture in which the stude	(s) in which the target language is spoken to ent lives.	the cultural perspectives of the
and practices of a culture culture in which the stude Section	(s) in which the target language is spoken to ent lives. Title	the cultural perspectives of the Can-Do/Description
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and practices of a culture culture in which the stude Section	(s) in which the target language is spoken to ent lives. Title	the cultural perspectives of the Can-Do/Description I can understand most of what Italian students say about their
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		classes.
Ancora! Ancora!	Il mondo attraverso le foto: Il Liceo	I can compare my school to a
	Classico 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.
D. Communities:	Students encounter and use the target l	anguage both in and beyond the
classroom for p	ersonal enjoyment and lifelong learnin	g.
D1. Communities: Stude	ents demonstrate an understanding and use	their knowledge of the target
language to communicat	e with target language speakers, obtain info	amontion on familian tanica, and asin
language to communicate	e with target language speakers, obtain into	ormation on familiar topics, and gain
understanding of another		ormation on familiar topics, and gain
		Can-Do/Description
understanding of another	culture(s).	Can-Do/Description I can use the Italian language
understanding of another Section	culture(s).	Can-Do/Description
understanding of another Section	culture(s).	Can-Do/Description I can use the Italian language
understanding of another Section	culture(s).	Can-Do/Description I can use the Italian language both within and beyond my
understanding of another Section	culture(s).	Can-Do/DescriptionI can use the Italian languageboth within and beyond myclassroom to interact and
understanding of another Section	culture(s).	Can-Do/Description I can use the Italian language both within and beyond my classroom to interact and collaborate in my community and
understanding of another Section Nella mia comunità	culture(s).	Can-Do/Description I can use the Italian language both within and beyond my classroom to interact and collaborate in my community and the globalized world.

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