

## Alignment to Montana Content Standards for World 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 Montana Content Standards for World Languages. 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>Communication</b>			
<b>Content Standard 1</b> – Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange 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.
<b>Content Standard 2</b> – Students understand and interpret written and spoken language 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</i>	<i>Attività 1: Vero o falso?</i>	Reading	I can read a story about

<i>molto strana</i>			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.
<b>Content Standard 3</b> – Students convey information, concepts, and ideas to listeners and/or readers for a variety of purposes.			
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>	Presentation 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>	Presentation 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	Presentation Writing	Writing	I can write an email describing my classes.
<b>Culture</b>			
<b>Content Standard 4</b> – Students demonstrate an understanding of the relationship between the perspectives, practices, and products/contributions of cultures studied, and use this knowledge to interact effectively in cultural contexts.			
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.
<b>Connections</b>		
<b>Content Standard 5</b> –Students reinforce and increase his/her knowledge of other disciplines through world languages.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Andiamo in Italia!</i>		Interpret a map of Italy
<b>Content Standard 6</b> –Students acquire information and perspectives through authentic materials in world languages and within cultures.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Storia: Un'invasione al liceo scientifico!</i>	InterpretiveListening: <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.
<b>Comparisons</b>		
<b>Content Standard 7</b> –Students recognize that different languages use different patterns and can apply this knowledge to his/her own language.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<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
<b>Content Standard 8</b> – Students demonstrate understanding of the concept of culture through comparisons of the culture studied and his/her own.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Storia: Un'invasione al liceo scientifico!</i>	InterpretiveListening: <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</i>	I can compare my school to a

	<i>Classico Cevolani Centro</i>	typical school in Italy.
Integrated Performance Assessment	Interpretive Reading	I can compare a typical class schedule from Italy with one from my culture.
<b>Communities</b>		
<b>Content Standard 9</b> –Students apply language skills and cultural knowledge in daily life.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<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

For more information about this or any other title, go to [VocesDigital.com](http://VocesDigital.com) or call 1-800-848-0256.

