Alignment to Washington State K-12 World Languages Learning 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 the Washington State K-12 World Languages Learning 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				
1.0 Communication					
1.1 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: 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.		
<i>Storia: Un'invasione al liceo scientifico!</i>	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.		
1.2 Interpretive Commu or viewed on a variety of	nication: Learners understand, ir f topics.	nterpret, and ar	alyze what is heard, read,		
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		

Racconto 4: Mamma mia, ho un test! Attività 1: Risposta multipla corretta? Reading can read a story about a test. I can read a story about a test. Storia: Ch'invasione al liceo scientifico! Attività 1: Quale risposta è corretta? Reading L can read a story about a studenti I can read a story about a studenti Storia: Ch'invasione al liceo scientifico! Interpretive Listening: Le materie più amate e odiate dagli studenti Listening I can understand most o what Italian students say about there rost popula and unpopular classes. Ancora! Ancora! Interviste: Christine Listening I can understand some of what a person says about themselves. Ancora! Ancora! Interviste: Christine Listening I can read, identify, and 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. 1.3 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. Racconto 3: Una scuola molto strana Presentational Speaking: Il primo giorno di lezione I can tell a story about an school. Racconto 4: Mamma mia, ho un test! Presentational Writing: Le mie in, ho un test! I can tell a story about an dAssessment	molto strana			a new student.
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2.2 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
Ancora! Ancora!	Panorama: L'Università di Padova	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.
3.0 Connections		
	s: Learners build, reinforce, and expand t he language to develop critical thinking a	
Section	Title	Can-Do/Description
Andiamo in Italia!	1	Interpret a map of Italy
3.2 Acquiring Informat	ion and Diverse Perspectives: Learners a	
	it are available through the language and	
Section	Title	Can-Do/Description
Storia: Un'invasione al	Interpretive Listening: Le materie più	I can understand most of what
liceo scientifico!	amate e odiate dagli studenti	Italian students say about their most popular and unpopular
		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.
4.0 Comparisons		
	sons: Learners use the language to investi ugh comparisons of the language studied	
Section	Title	Can-Do/Description
Racconto 1: Ho	Vocabolario importante	Vocabulary
bisogno di una matita!	Story script	
Racconto 1: Ho	Nota di grammatica: un/una vs.il/la	A, an, and the
bisogno di una matita!		
Racconto 2: Il	Vocabolario importante	Vocabulary
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
<i>molto strana</i>	nee I company use the low-more to in	ate explain and reflect on the
-	ons: Learners use the language to investig gh comparisons of the culture studied and	-
Section	Title	Can-Do/Description
Storia: Un'invasione al	Interpretive Listening: <i>Le materie più</i>	I can understand most of what
liceo scientífico!	amate e odiate dagli studenti	Italian students say about their
0		most popular and unpopular
		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.			
5.0 Communities					
5.1 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			
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.			
5.2 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			

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