

Alignment to Wisconsin 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 Wisconsin Standards for World 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 (IP): Students use the target language and cultural knowledge to negotiate meaning through the exchange of information, ideas, reactions, feelings, and opinions in spoken, written, or signed interactions relevant to their lives and broader communities. | | | |
| 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 (IT): Students use the target language and cultural knowledge to interpret, analyze, and demonstrate understanding of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities. | | | |
| 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> | <i>Interpretive Listening: 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 (PS): Students use the target language and cultural knowledge to present information, concepts, and ideas on topics of relevance to their lives and broader communities to inform, explain, persuade, and narrate for diverse audiences within and beyond the learning environment. | | | |
| 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> | <i>Presentational Speaking: 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> | <i>Presentational Writing: Le mie lezioni</i> | Writing | I can list my schedule of classes. |
| <i>Storia: Un'invasione al liceo scientifico!</i> | <i>Attività 2: Raccontami cosasuccede</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. |
| Cultural and Global Competence | | | |
| Intercultural Communication (IC): Students use the target language and cultural knowledge to investigate, compare, explain, interact, and reflect on the relationships between the products, practices, and perspectives of diverse and dynamic cultures within their local and global communities. | | | |
| Section | Title | Can-Do/Description | |

| | | |
|---|---|--|
| <i>Andiamo in Italia!</i> | | Interpret a map of Italy |
| <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. |
| Global Competence and Community Engagement (CGC): Students use the target language and cultural knowledge to investigate the world, recognize the world, recognize diverse perspectives, interact and exchange ideas with people from diverse backgrounds, and engage with others to improve conditions within their local and global communities. | | |
| Section | Title | Can-Do/Description |
| <i>Andiamo in Italia!</i> | | Interpret a map of Italy |
| <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. |
| 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.

