

## Alignment to ACTFL's World-Readiness Standards for Learning Languages

### Voces® Nostra storia ~ Livello 2~ Unità 1

*Nostra storia, Livello 2* 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 2* 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 2* aligns to ACTFL's World-Readiness Standards for Learning Languages. If you have any questions, call 1-800-848-0256 or email [info@vocesdigital.com](mailto:info@vocesdigital.com).

<i>Unità 1: L'avventura comincia</i>			
<b>1. Communication</b>			
<b>1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</b>			
Section	Title	Mode	Can-Do/Description
<i>Racconto 1: La vita di Alessandra al mare</i>	Interpersonal Writing: <i>Le vacanze perfette</i>	Writing	I can make vacation plans over text.
<i>Storia: Il sogno di Sergio</i>	Interpersonal Speaking: <i>Una conversazione con Francesco</i>	Speaking	I can talk about favorite pastimes in Italy.
Integrated Performance Assessment	Interpersonal Writing	Writing	I can respond appropriately to text messages about traveling.
<b>1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</b>			
Section	Title	Mode	Can-Do/Description
<i>Racconto 1: La vita di Alessandra al mare</i>	<i>Attività 2: Vero o falso?</i>	Reading	I can read a story about going to the sea.
<i>Racconto 2: Amici di penna</i>	<i>Attività 1: Risposta multipla</i>	Reading	I can read a story about traveling by train in Italy.
<i>Racconto 2: Amici di penna</i>	Interpretive Reading: <i>Un viaggio in treno</i>	Reading	I can understand a website used for buying train tickets to travel in Italy.

<i>Racconto 3: La scuola di danza</i>	<i>Attività 1: È un problema?</i>	Reading	I can read a story about a dance school.
<i>Racconto 4: L'Origine di Ferragosto</i>	<i>Attività 1: Risposta multipla</i>	Reading	I can read a story about the origins of Ferragosto.
<i>Racconto 4: L'Origine di Ferragosto</i>	<i>Interpretive Listening: Ti regaliamo una vacanza!</i>	Listening	I can understand a video about vacation preferences among children.
<i>Storia: Il sogno di Sergio</i>	<i>Attività 1: Rispondi alle domande</i>	Reading	I can read a story about a singer in Puglia.
<i>Ancora! Ancora!</i>	<i>Intervista: Laura</i>	Listening	I can understand some of what a person says about their hobbies and lifestyle.
Integrated Performance Assessment	Interpretive Reading	Reading	I can read, identify, and understand many words in an Italian infographic about vacations.

**1.3 Presentational: 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.**

Section	Title	Mode	Can-Do/Description
<i>Racconto 1: La vita di Alessandra al mare</i>	Presentational Writing: <i>La mia spiaggia preferita</i>	Writing	I can write a letter about my favorite beach.
<i>Racconto 3: La scuola di danza</i>	Presentational Speaking: <i>Un lavoro nella scuola di danza</i>	Speaking	I can talk about why I should be hired for a job at a dance school.
<i>Storia: Il sogno di Sergio</i>	<i>Attività 2: Descrivi la foto</i>	Writing	I can write brief descriptions about a story of a singer in Puglia.
<i>Storia: Il sogno di Sergio</i>	<i>Attività 3: Raccontami cosa succede</i>	Speaking	I can tell a story about a singer in Puglia.
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 Speaking	Speaking	I can talk about a recent summer trip I took.

## 2. Culture

**2.1 Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.**

Section	Title	Can-Do/Description
<i>Storia: Il sogno di Sergio</i>	Interpersonal Speaking: <i>Una conversazione con Francesco</i>	I can talk about favorite pastimes in Italy.

<i>Ancora! Ancora!</i>	<i>Il mondo attraverso le foto: La Stazione di Milano Centrale</i>	I can compare modes of transportation in Italy with modes of transportation in my own country.
Integrated Performance Assessment	Interpretive Reading	I can compare travel trends from Italy to the travel trends in my home country.
<b>2.2 Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Racconto 2: Amici di penna</i>	Interpretive Reading: <i>Un viaggio in treno</i>	I can understand a website used for buying train tickets to travel in Italy.
Integrated Performance Assessment	Interpretive Reading	I can compare travel trends from Italy to the travel trends in my home country.
<b>3. Connections</b>		
<b>3.1 Other Disciplines: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
Integrated Performance Assessment	Interpretive Reading	I can compare travel trends from Italy to the travel trends in my home country.
<b>3.2 Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Storia: Il sogno di Sergio</i>	Interpersonal Speaking: <i>Una conversazione con Francesco</i>	I can talk about favorite pastimes in Italy.
<i>Ancora! Ancora!</i>	<i>Il mondo attraverso le foto: La Stazione di Milano Centrale</i>	I can compare modes of transportation in Italy with modes of transportation in my own country.
Integrated Performance Assessment	Interpretive Reading	I can compare travel trends from Italy to the travel trends in my home country.
<b>4. Comparisons</b>		
<b>4.1 Language: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Racconto 1: La vita di Alessandra al mare</i>	Vocabolario importante Story script	Vocabulary
<i>Racconto 2: Amici di penna</i>	Vocabolario importante Story script	Vocabulary
<i>Racconto 3: La scuola di danza</i>	Vocabolario importante Story script	Vocabulary
<i>Racconto 4: L'Origine di Ferragosto</i>	Vocabolario importante Story script	Vocabulary

<i>Storia: Il sogno di Sergio</i>	<i>Nota di grammatica: L'imperfetto</i>	Talking about ongoing or repeated actions that took place in the past
<b>4.2 Culture: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Storia: Il sogno di Sergio</i>	Interpersonal Speaking: <i>Una conversazione con Francesco</i>	I can talk about favorite pastimes in Italy.
<i>Ancora! Ancora!</i>	<i>Il mondo attraverso le foto: La Stazione di Milano Centrale</i>	I can compare modes of transportation in Italy with modes of transportation in my own country.
Integrated Performance Assessment	Interpretive Reading	I can compare travel trends from Italy to the travel trends in my home country.
<b>5. Communities</b>		
<b>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.</b>		
<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.
<b>5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
Can-Do Checklist		Setting personal language goals, self-assessment on Can-Do statements, and unit reflection

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