

Alignment to Alabama Course of Study: World 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 the Alabama Course of Study: World Languages. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

| <i>Unità 1: L'avventura comincia</i> | | | |
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| Communication | | | |
| 1. Interpersonal Mode: Exchange simple spoken and written information in the target language, utilizing cultural references where appropriate. | | | |
| 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. |
| 2. Interpretive Mode: Demonstrate an understanding of simple spoken or written language presented through a variety of media resources on familiar topics. | | | |
| 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> | Interpretive Listening: <i>Ti regaliamo una vacanza!</i> | Listening | I can understand a video about vacation preferences among children. |
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| <i>Storia: Il sogno di Sergio</i> | Attività 1: <i>Rispondi alle domande</i> | Reading | I can read a story about a singer in Puglia. |
| <i>Ancora! Ancora!</i> | Intervista: <i>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. |
| 3. Presentational Mode: Present material in oral and written form. | | | |
| 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> | Attività 2: <i>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> | Attività 3: <i>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. |
| Culture | | | |
| 4. Investigate, explain, and reflect on the relationship among the products, practices, and perspectives of the target cultures. | | | |
| Section | Title | Can-Do/Description | |
| <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. | |
| <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. | |

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| Integrated Performance Assessment | Interpretive Reading | I can compare travel trends from Italy to the travel trends in my home country. |
| Connections | | |
| 5. Link target language and other subject areas to acquire information and develop diverse cultural perspectives. | | |
| 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. |
| Comparisons | | |
| 6. Investigate, analyze, and reflect on similarities and differences between the target and native languages. | | |
| Section | Title | Can-Do/Description |
| <i>Racconto 1: La vita di Alessandra al mare</i> | <i>Vocabolario importante</i> Story script | Vocabulary |
| <i>Racconto 2: Amici di penna</i> | <i>Vocabolario importante</i> Story script | Vocabulary |
| <i>Racconto 3: La scuola di danza</i> | <i>Vocabolario importante</i> Story script | Vocabulary |
| <i>Racconto 4: L'Origine di Ferragosto</i> | <i>Vocabolario importante</i> 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 |
| 7. Investigate, analyze, and reflect on similarities and differences between the target and native cultures. | | |
| 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. |
| Communities | | |
| 8. Acquire the ability to interact in the target culture beyond the classroom and set goals for life-long learning. | | |
| Section | Title | Can-Do/Description |

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| <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.

