

Alignment to Maine’s Learning Results – World Languages Standards

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 Maine’s Learning Results – World Languages Standards. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

<i>Unità 1: L'avventura comincia</i>			
A. Communication: Students communicate in the target language.			
A1. Interpersonal: Students engage in simple conversations to provide and obtain information and to express feelings and emotions by creating simple sentences and/or strings of sentences.			
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.
A2. Interpretive: Students comprehend brief conversations, narratives, and recorded material in familiar contexts.			
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.
<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.

A3. Presentational: Students use simple sentences and strings of simple sentences to produce short oral/signed and written presentations based on familiar topics.

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.

A4. Language Comparisons: Students compare the target language with English in order to better understand language systems.

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</i>	<i>Nota di grammatica: L'imperfetto</i>	Talking about ongoing or

<i>Sergio</i>		repeated actions that took place in the past
B. Cultures: Students demonstrate an understanding of a culture(s) in which the target language is spoken.		
B1. Practices and Perspectives: Students describe practices of a culture(s) and perspectives of a culture(s) in which the target language is spoken.		
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.
B2. Products and Perspectives: Students identify and explain the significance of objects used in daily life, works of art, or historical artifacts that reflect the perspectives of a culture(s) in which the target language is spoken.		
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.
Integrated Performance Assessment	Interpretive Reading	I can compare travel trends from Italy to the travel trends in my home country.
B3. Comparisons with Own Culture: Students recognize and compare perspectives related to products and practices of a culture(s) in which the target language is spoken to the cultural perspectives of the culture in which the student lives.		
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.
C. Connections: Students expand their knowledge by connecting their study of a world language(s) with other content areas.		
C1. Knowledge of Other Learning Results Content Areas: Students apply information acquired in other learning results content areas to further their knowledge and skills in the target language.		
Section	Title	Can-Do/Description
Integrated Performance Assessment	Interpretive Reading	I can compare travel trends from Italy to the travel trends in my

		home country.
C2. Distinctive Viewpoints: Students locate authentic resources, available only through sources in the target language, and identify ideas about a culture(s) in which the target language is spoken.		
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.
D. Communities: Students encounter and use the target language both in and beyond the classroom for personal enjoyment and lifelong learning.		
D1. Communities: Students demonstrate an understanding and use their knowledge of the target language to communicate with target language speakers, obtain information on familiar topics, and gain understanding of another culture(s).		
Section	Title	Can-Do/Description
<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.

