

## Alignment to North Dakota Foreign Language Content 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 the North Dakota Foreign Language Content Standards. 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>Communication: Communicating in languages other than English</b>			
<b>Standard 1.1:</b> Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.			
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>Standard 1.2:</b> Students understand and interpret written and spoken language on a variety of 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.
<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.

**Standard 1.3:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Section	Title	Mode	Can-Do/Description
<i>Racconto 1: La vita di Alessandra al mare</i>	Presentation 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>	Presentation 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	Presentation Speaking	Speaking	I can talk about a recent summer trip I took.

## Cultures

**Standard 2.1:** Students demonstrate an understanding of the relationship between the practices and the 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>Standard 2.2:</b> Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.		
<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>Connections: Connecting with other disciplines and acquiring new information</b>		
<b>Standard 3.1:</b> Students reinforce and further their knowledge of other disciplines through the foreign language.		
<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>Standard 3.2:</b> Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.		
<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>Comparisons: Developing insight into the nature of language and culture</b>		
<b>Standard 4.1:</b> Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<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
<b>Standard 4.2:</b> Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.		
<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>Communities: Participating in multilingual communities at home and around the world</b>		
<b>Standard 5.1:</b> Students use foreign languages both within and beyond the school setting.		
<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>Standard 5.2:</b> Students show evidence of becoming life-long learners by using foreign languages for personal enjoyment and enrichment.		
<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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