

Alignment to Ohio's New Learning Standards: World Languages Grades 9-12

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 Ohio's New Learning Standards: World Languages Grades 9-12. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

<i>Unità 1: L'avventura comincia</i>			
Communication Standard			
Communicate effectively in languages other than English in person and via technology.			
Interpersonal Communication			
Interact and negotiate meaning in spontaneous spoken, written or signed conversations to exchange and share information, reactions, feelings, and opinions.			
Interpersonal Listening and Speaking or Signing			
Investigate intercultural products, practices and perspectives			
Interact with culturally appropriate language and behaviors			
Exchange information and ideas			
Meet personal needs or address situations			
Express, react to and support preferences, opinions or viewpoints			
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.
Interpretive Communication			
Identify, understand and analyze input that is heard, read or viewed on a variety of topics from authentic resources.			
Interpretive Listening and Viewing			
Investigate intercultural products, practices and perspectives			
Comprehend informational media or content			
Comprehend fictional media or content			
Follow instructions			
Comprehend overheard or observed conversations			
Section	Title	Mode	Can-Do/Description

<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>Ancora! Ancora!</i>	<i>Intervista: Laura</i>	Listening	I can understand some of what a person says about their hobbies and lifestyle.

Interpretive Reading

Investigate intercultural products, practices and perspectives

Comprehend informational media or content

Comprehend fictional media or content

Follow instructions

Comprehend written conversations

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>Storia: Il sogno di Sergio</i>	<i>Attività 1: Rispondi alle domande</i>	Reading	I can read a story about a singer in Puglia.
Integrated Performance Assessment	Interpretive Reading	Reading	I can read, identify, and understand many words in an Italian infographic about vacations.

Presentational Communication

Present information, concepts and viewpoints to inform, explain, persuade and narrate in spoke, written or signed language when negotiation of meaning is not possible.

Presentational Speaking or Signing

Investigate intercultural products, practices and perspectives

Communicate with culturally appropriate language and behaviors

Inform, describe or explain

Provide instructions

Narrate about life, events or experiences

Support a preference, opinion, viewpoint or argument

Section	Title	Mode	Can-Do/Description
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<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.
Cultures Standard			
Interact with cultural competence using knowledge and understanding of native and other cultures.			
Interpretive Intercultural Communication (INT-C)			
Investigate intercultural products, practices and perspectives			
Compare intercultural behaviors			
Comprehend authentic texts that are spoken, written or signed			
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.	
Interpersonal Intercultural Communication (INP-C)			
Investigate intercultural products, practices and perspectives			
Interact with culturally appropriate language and behaviors			
Exchange information and ideas			
Meet personal needs or address situations			
Express, react to and support opinions or viewpoints			
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.	
<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.
Interpersonal Literacy (INP-LIT) Communicate, react and show interest Continue and extend conversations Increase comprehensibility and clarity of expression Infer meaning of unfamiliar language Select, use and cite resources		
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.
Presentational Intercultural Communication (P-C) Investigate intercultural products, practices and perspectives Communicate with culturally appropriate language and behaviors Inform, describe or explain Narrate about life, events or experiences Support preferences, opinions or viewpoints		
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.

For more information about this or any other title, go to VocesDigital.com or call 1-800-848-0256.

