

Alignment to Tennessee Standards for Modern 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 Tennessee Standards for Modern Languages. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

<i>Unità 1: L'avventura comincia</i>			
1. Standard Number 1 (Goal One): Communicate in a Language Other Than English			
1.1 In the target language, engage in conversations, 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.
1.2 Understand and interpret both written and spoken forms of the target 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>	<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 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>	<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	Presentation Speaking	Speaking	I can talk about a recent summer trip I took.

2. Standard Number 2 (Goal Two): Gain Knowledge and Understanding of Other Cultures

2.1 Demonstrate an understanding of the relationship between the practices and perspectives of the culture 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.
2.2 Demonstrate an understanding of the relationship between the products and perspectives of the culture studied.		
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.
3. Standard Number 3 (Goal Three): Connect with Other Disciplines and Acquire Information		
3.1 Reinforce and further knowledge of other disciplines through the foreign 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.
3.2 Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its 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.
4. Standard Number 4 (Goal Four): Develop Insight into the Nature of Language and Culture		
4.1 Demonstrate understanding of the nature of language through comparisons of the language studied and their own.		
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
4.2 Recognize that cultures use different patterns of interaction and can apply this knowledge to their own culture.		
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.
5. Standard Number 5 (Goal Five): Participate in Multicultural Communities and Global Societies		
5.1 Use the language both within and beyond the school setting.		
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.
5.2 Show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.		
Section	Title	Can-Do/Description
Can-Do Checklist		Setting personal language goals, self-assessment on Can-Do statements, and unit reflection

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