

**Alignment to World Language Standards of Learning for Virginia Public Schools**  
**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 World Language Standards of Learning for Virginia Public Schools. 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>Interpretive Communication</b>		
<b>STANDARD 1: Investigate Intercultural Products, Practices and Perspectives through Interpretive Communication (Interpretive Mode)</b> 1.NL Recognize a few typical products and practices related to familiar, everyday life in native and other cultures. 1.NM Identify typical products and practices related to familiar, everyday life in native and other cultures to help understand perspectives. 1.NH Identify and compare typical products and practices related to familiar, everyday life in native and other cultures to help understand perspectives.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Racconto 1: La vita di Alessandra al mare</i>	<i>Attività 2: Vero o falso?</i>	I can read a story about going to the sea.
<i>Racconto 2: Amici di penna</i>	<i>Attività 1: Risposta multipla</i>	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>	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>	I can read a story about a dance school
<i>Racconto 4: L'origine di Ferragosto</i>	<i>Attività 1: Risposta multipla</i>	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>	I can understand a video about vacation preferences among children.
<i>Storia: Il sogno di Sergio</i>	<i>Attività 1: Rispondi alle domande</i>	I can read a story about a singer in Puglia.

<i>Ancora! Ancora!</i>	<i>Intervista: Laura</i>	I can understand some of what a person says about their hobbies and lifestyle.
Integrated Performance Assessment	Interpretive Reading	I can read, identify, and understand many words in an Italian infographic about vacations.
Integrated Performance Assessment	Interpretive Reading	I can compare travel trends from Italy to the travel trends in my home country.
<b>STANDARD 2: Compare Intercultural Behaviors</b> 2.NL Recognize a few very simple behaviors in other cultures. 2.NM Identify familiar or everyday behaviors in other cultures. 2.NH Identify and compare familiar or everyday behaviors in native and other 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.
<i>Ancora! Ancora!</i>	<i>Intervista: Laura</i>	I can understand some of what a person says about their hobbies and lifestyle.
Integrated Performance Assessment	Interpretive Reading	I can compare travel trends from Italy to the travel trends in my home country.
<b>STANDARD 3: Comprehend Authentic Texts that are Spoken, Written, or Signed</b> 3.NL Understand a few familiar words or phrases in authentic informational texts; authentic fictional texts; and overheard or observed conversations. 3.NM Understand very basic information in authentic informational texts; authentic fictional texts; and overheard or observed conversations. 3.NH Understand the topic and some isolated facts in authentic informational texts; authentic fictional texts; and overheard or observed conversations.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Ancora! Ancora!</i>	<i>Intervista: Laura</i>	I can understand some of what a person says about their hobbies and lifestyle.
Integrated Performance	Interpretive Reading	I can read, identify, and

Assessment		understand many words in an Italian infographic about vacations.
<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.
<b>Interpersonal Communication</b>		
<b>STANDARD 4: Investigate Intercultural Products, Practices and Perspectives (Interpersonal Mode)</b> 4.NL Identify a few typical products and practices related to familiar, everyday life in native and other cultures. 4.NM Identify typical products and practices related to familiar, everyday life to help understand perspectives of native and other cultures. 4.NH Identify products and practices related to everyday life to help understand perspectives of native and other cultures.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Racconto 1: La vita di Alessandra al mare</i>	Interpersonal Writing: <i>Le vacanze perfette</i>	I can make vacation plans over text.
<i>Storia: Il sogno di Sergio</i>	Interpersonal Speaking: <i>Una conversazione con Francesco</i>	I can talk about favorite pastimes in Italy.
Integrated Performance Assessment	Interpersonal Writing	I can respond appropriately to text messages about traveling.
<b>STANDARD 5: Interact with Culturally Appropriate Language and Behaviors (Interpersonal Mode)</b> 5.NL Interact in very familiar situations using practiced language and behaviors and show cultural awareness by recognizing a few culturally inappropriate behaviors. 5.NM Interact in very familiar situations using practiced language and behaviors and show cultural awareness by recognizing culturally inappropriate behaviors. 5.NH Interact in familiar, everyday situations using practiced language and behaviors and show cultural awareness by recognizing culturally inappropriate behaviors		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Racconto 1: La vita di Alessandra al mare</i>	Interpersonal Writing: <i>Le vacanze perfette</i>	I can make vacation plans over text.
<i>Storia: Il sogno di Sergio</i>	Interpersonal Speaking: <i>Una conversazione con Francesco</i>	I can talk about favorite pastimes in Italy.
Integrated Performance Assessment	Interpersonal Writing	I can respond appropriately to text messages about traveling.
<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 6: Exchange Information and Ideas</b> 6.NL Provide basic oral or signed information on very familiar topics.		

6.NM Request and share simple oral or signed information on familiar or everyday topics.		
6.NH Request and share oral or signed information on familiar and everyday topics.		
Section	Title	Can-Do/Description
<i>Racconto 1: La vita di Alessandra al mare</i>	Interpersonal Writing: <i>Le vacanze perfette</i>	I can make vacation plans over text.
<i>Storia: Il sogno di Sergio</i>	Interpersonal Speaking: <i>Una conversazione con Francesco</i>	I can talk about favorite pastimes in Italy.
Integrated Performance Assessment	Interpersonal Writing	I can respond appropriately to text messages about traveling.
<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 7: Meet Personal Needs or Address Situations</b>		
7.NL Express a few basic personal needs in very familiar situations.		
7.NM Express basic needs in familiar or everyday situations.		
7.NH Interact with others to meet basic needs in familiar and everyday situations.		
Section	Title	Can-Do/Description
<i>Racconto 1: La vita di Alessandra al mare</i>	Interpersonal Writing: <i>Le vacanze perfette</i>	I can make vacation plans over text.
<i>Storia: Il sogno di Sergio</i>	Interpersonal Speaking: <i>Una conversazione con Francesco</i>	I can talk about favorite pastimes in Italy.
Integrated Performance Assessment	Interpersonal Writing	I can respond appropriately to text messages about traveling.
<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 8: Express, React to and Support Preferences, Opinions or Viewpoints</b>		
8.NL Express a few basic preferences or feelings.		
8.NM Express basic preferences or feelings and react to those of others.		
8.NH Express, ask about, and react to simple preferences, feelings, or opinions on familiar topics.		
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>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>Presentational Communication</b>		
<b>STANDARD 9: Investigate Intercultural Products, Practices and Perspectives (Presentational Mode)</b>		
9.NL Identify a few typical products and practices related to familiar, everyday life in native and other cultures.		

9.NM Identify typical products and practices related to familiar, everyday life to help understand perspectives of native and other cultures.  
 9.NH Identify similarities and differences between typical products and practices related to everyday life to help understand perspectives of native and other 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.

**STANDARD 10: Communicate with Culturally Appropriate Language and Behaviors (Presentational Mode)**

10.NL Present in very familiar intercultural situations using memorized or practiced language and behaviors.  
 10.NM Present in very familiar intercultural situations using practiced or learned language and behaviors.  
 10.NH Present in very familiar situations using appropriate learned behaviors to show basic cultural awareness.

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.
Integrated Performance Assessment	Interpretive Reading	I can compare travel trends from Italy to the travel trends in my home country.
<i>Racconto 1: La vita di Alessandra al mare</i>	Presentational Writing: <i>La mia spiaggia preferita</i>	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>	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>	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>	I can tell a story about a singer in Puglia.
End-of-Unit Review and Assessment	<i>La mia storia!</i>	I can write an original story.
End-of-Unit Review and Assessment	<i>Raccontaci una storia originale</i>	I can tell an original story.
Integrated Performance Assessment	Presentational Speaking	I can talk about a recent summer trip I took.

**STANDARD 11: Inform, Describe, Explain, or Provide Instruction**

11.NL Name very familiar people, places, and objects.  
 11.NM Give simple information about very familiar topics.  
 11.NH Give simple descriptions of familiar and everyday topics.

Section	Title	Can-Do/Description
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<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.
<i>Racconto 1: La vita di Alessandra al mare</i>	Presentation Writing: <i>La mia spiaggia preferita</i>	I can write a letter about my favorite beach.
<i>Storia: Il sogno di Sergio</i>	<i>Attività 2: Descrivi la foto</i>	I can write brief descriptions about a story of a singer in Puglia.
Integrated Performance Assessment	Presentation Speaking	I can talk about a recent summer trip I took.

#### **STANDARD 12: Narrate About Life, Events, or Experiences**

12.NL Provide very basic details about self.

12.NM Provide simple details about self, interests, and activities.

12.NH Provide details about personal life, interests, and activities.

<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.
<i>Racconto 1: La vita di Alessandra al mare</i>	Presentation Writing: <i>La mia spiaggia preferita</i>	I can write a letter about my favorite beach.
<i>Storia: Il sogno di Sergio</i>	<i>Attività 2: Descrivi la foto</i>	I can write brief descriptions about a story of a singer in Puglia.
Integrated Performance Assessment	Presentation Speaking	I can talk about a recent summer trip I took.

#### **STANDARD 13: Support Preferences, Opinions, or Viewpoints**

13.NL Express likes and dislikes about very familiar topics from native and other cultures.

13.NM Express likes and dislikes about familiar topics from native and other cultures.

13.NH Express preferences on familiar and everyday topics or topics of interest from native and other 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>Racconto 1: La vita di Alessandra al mare</i>	Presentation Writing: <i>La mia spiaggia preferita</i>	I can write a letter about my favorite beach.

<b>Communicative Literacy</b>		
<b>STANDARD 14: Develop Interpretive Literacy</b> 14.1 Infer Meaning and Nuances of Texts 14.2 Recognize and Use Organizational Features of Texts 14.3 Apply Self-Questioning Skills 14.4 Make Text Connections 14.5 Select, Use and Cite Resources		
<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.
<i>Racconto 1: La vita di Alessandra al mare</i>	<i>Attività 2: Vero o falso?</i>	I can read a story about going to the sea.
<i>Racconto 2: Amici di penna</i>	<i>Attività 1: Risposta multipla</i>	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>	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>	I can read a story about a dance school.
<i>Racconto 4: L'origine di Ferragosto</i>	<i>Attività 1: Risposta multipla</i>	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>	I can understand a video about vacation preferences among children.
<i>Storia: Il sogno di Sergio</i>	<i>Attività 1: Rispondi alle domande</i>	I can read a story about a singer in Puglia.
<i>Ancora! Ancora!</i>	<i>Intervista: Laura</i>	I can understand some of what a person says about their hobbies and lifestyle.
Integrated Performance Assessment	Interpretive Reading	I can read, identify, and understand many words in an Italian infographic about vacations.
<b>STANDARD 15: Develop Interpersonal Literacy</b> 15.1 Communicate, React, and Show Interest 15.2 Continue and Extend Conversations 15.3 Increase Comprehensibility and Clarity of Expression 15.4 Infer Meaning of Unfamiliar Language 15.5 Select, Use and Cite Resources		
<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>STANDARD 16: Develop Presentational Literacy</b> 16.1 Choose Relevant, Authentic Content and Concepts 16.2 Organize Information 16.3 Increase Comprehensibility and Clarity of Expression 16.4 Maintain and Increase Audience Interest 16.5 Select, Use and Cite Resources		
<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.

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