

Alignment to West Virginia College- and Career-Readiness Standards for World 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* aligns to West Virginia's College- and Career-Readiness Standards for World Languages. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

| <i>Unità 1: L'avventura comincia</i> | | | |
|--|---|----------|---|
| Language | | | |
| Interpersonal Communication: Interpersonal Communication refers to communication between a minimum of two individuals and involves an exchange of information. Interpersonal Communication may be oral or written, and participants utilize the language to negotiate meaning. | | | |
| 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. |
| Presentational Speaking: Presentational Speaking is a one-way verbal communication. Learners use the target language to present information, concepts and ideas in order to inform, explain, persuade, and narrate. More advanced learners are able to adapt the language to various audiences. | | | |
| 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. |
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| 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. |
| Interpretive Listening: Interpretive Listening is analyzing and interpreting another person's spoken words. Learners use these words to determine the main idea and context of a spoken passage. | | | |
| 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: Interpretive Reading is analyzing and interpreting written text. Learners use these words to determine the main idea and context of a written passage. | | | |
| 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. |
| Interculturality | | | |
| Investigation of Products and Practices: Investigation of Products and Practices involves the study of | | | |

| common products that are produced by and representative of the target culture(s). In addition, it encompasses common traditions and behaviors that are typical of the target culture(s). | | |
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| 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>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. |
| Understanding of Cultural Perspectives: Understanding of Cultural Perspectives is the insight into the values, norms, and thoughts that are representative of the target culture(s). These perspectives are typically shaped by the society in which the individual 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. |
| Participate in Cultural Interaction: Participate in Cultural Interaction is the process in which the learner is able to conduct himself appropriately in interactions with those from the target culture. The learner will recognize cultural differences and will avoid behaviors that are unacceptable by and to individuals from the target 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. |
| <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. |

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

