

**Alignment to Arizona's World and Native Language Standards
ACTFL's World-Readiness Standards for Learning Languages**

Voces® Nostra storia ~ Livello 3 ~ Unità 1

Nostra storia, Livello 3 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 3* will take your students through a Novice-High 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 3* aligns to Arizona's World and Native Language Standards. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

<i>Unità 1: Che cos'è l'arte?</i>			
Communication			
Interpersonal (IC): Learners interact and negotiate meaning in spoken, written, or signed conversations to share information, reactions, feelings, and opinions.			
Section	Title	Mode	Can-Do/Description
<i>Racconto 1: In cerca d'ispirazione</i>	Interpersonal Writing: <i>Un progetto di arte</i>	Writing	I can write to my friend about an art project.
<i>Storia: La fuga di Michelangelo</i>	Interpersonal Speaking: <i>Andiamo al museo!</i>	Speaking	I can talk about going to the art museum.
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can talk about murals and street art in Naples.
Interpretive (IL & IR): Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.			
Section	Title	Mode	Can-Do/Description
<i>Racconto 1: In cerca d'ispirazione</i>	<i>Attività 1: Chi l'ha detto?</i>	Reading	I can read a story about street art and graffiti.
<i>Racconto 2: Il vetro di Murano</i>	<i>Attività 1: Da falso a vero</i>	Reading	I can read a story about glass art.
<i>Racconto 2: Il vetro di Murano</i>	Interpretive Reading: <i>La produzione del vetro</i>	Reading	I can read about a glassmaking workshop in Murano.
<i>Racconto 3: Un eroe o un criminale</i>	<i>Attività 1: Risposta multiple</i>	Reading	I can read a story about an art thief.
<i>Racconto 3: Un eroe o un criminale</i>	Interpretive Listening: <i>La Gioconda</i>	Listening	I can understand a video about the Mona Lisa.
<i>Storia: La fuga di Michelangelo</i>	<i>Attività 1: Trova la parola giusta</i>	Reading	I can read a story about a famous Italian artist and sculptor.

<i>Ancora! Ancora!</i>	<i>Intervista: Ivana</i>	Listening	I can understand someone when they talk about the historic and artistic aspects of their city.
Integrated Performance Assessment	Interpretive Listening	Listening	I can understand a video about famous murals and works of art in the city of Naples.
Presentational (PS & PW): Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.			
Section	Title	Mode	Can-Do/Description
<i>Racconto 1: In cerca d'ispirazione</i>	<i>Attività 3: Approfondimento</i>	Writing	I can write about how art affects space and the world around it.
<i>Racconto 1: In cerca d'ispirazione</i>	Presentational Speaking: <i>Esiste una differenza?</i>	Speaking	I can talk about the similarities and differences between classical and street art.
<i>Racconto 2: Il vetro di Murano</i>	<i>Attività 3: Le tue esperienze</i>	Writing	I can write about a special piece of art given to me.
<i>Racconto 2: Il vetro di Murano</i>	Presentational Writing: <i>Il ruolo dell'arte nella società</i>	Writing	I can write about the role of art in society.
<i>Storia: La fuga di Michelangelo</i>	<i>Attività 3: Una lettera a Michelangelo</i>	Writing	I can write a letter to Michelangelo.
<i>Ancora! Ancora!</i>	<i>Intervista: Chi sei?</i>	Speaking	I can talk about icons in my own community. I can investigate products and perspectives in my own and other communities.
<i>Ripasso e valutazione</i>	<i>La mia storia</i>	Writing	I can write an original story.
<i>Ripasso e valutazione</i>	<i>Raccontaci una storia originale!</i>	Speaking	I can tell an original story.
Integrated Performance Assessment	Presentational Writing	Writing	I can write about my art preferences and the art in Naples.
Culture (CUL): Learners use the target language to investigate, explain, and reflect on the relationship between the practices, products, and perspectives of cultures studied.			
Section	Title	Can-Do/Description	
<i>Racconto 2: Il vetro di Murano</i>	Interpretive Reading: <i>La produzione del vetro</i>	I can read about a glassmaking workshop in Murano.	

<i>Ancora! Ancora!</i>	<i>Il mondo attraverso le foto: I disegni fatti con i gessetti</i>	I can compare street art in Italy to art in my city.
<i>Racconto 1: In cerca d'ispirazione</i>	Presentational Speaking: <i>Esiste una differenza?</i>	I can talk about the similarities and differences between classical and street art.
<i>Ancora! Ancora!</i>	<i>Intervista: Chi sei?</i>	I can talk about icons in my own community. I can investigate products and perspectives in my own and other communities.
<i>Ancora! Ancora!</i>	<i>Panorama: La Cappella Sistina di Michelangelo</i>	I can write about a panorama of the Sistine Chapel.
Connections (CON): Learners build, reinforce, and expand knowledge of other content areas and evaluate information and diverse perspectives while using the target language to develop critical thinking and creative problem solving.		
Section	Title	Can-Do/Description
<i>Racconto 1: In cerca d'ispirazione</i>	<i>Attività 3: Approfondimento</i>	I can write about how art affects space and the world around it.
<i>Racconto 1: In cerca d'ispirazione</i>	Presentational Speaking: <i>Esiste una differenza?</i>	I can talk about the similarities and differences between classical and street art.
<i>Racconto 3: Un eroe o un criminale</i>	Interpretive Listening: <i>La Gioconda</i>	I can understand a video about the Mona Lisa.
<i>Storia: La fuga di Michelangelo</i>	<i>Attività 1: Trova la parola giusta</i>	I can read a story about a famous Italian artist and sculptor.
<i>Ancora! Ancora!</i>	<i>Intervista: Chi sei?</i>	I can talk about icons in my own community. I can investigate products and perspectives in my own and other communities.
<i>Ancora! Ancora!</i>	<i>Il mondo attraverso le foto: I disegni fatti con i gessetti</i>	I can compare street art in Italy to art in my city.
Comparisons (COMP): Learners use the language to investigate, explain, and reflect on the nature of language and the concept of culture through comparisons of the target language and cultures studied to one's own.		
Section	Title	Can-Do/Description
<i>Racconto 1: In cerca d'ispirazione</i>	<i>Vocabolario importante</i> Story script	Vocabulary
<i>Racconto 2: Il vetro di Murano</i>	<i>Vocabolario importante</i> Story script	Vocabulary
<i>Racconto 2: Il vetro di Murano</i>	<i>Nota di grammatica: Il presente, il passato o il futuro</i>	Present, past, and future tense verb forms
<i>Racconto 3: Un eroe o un criminale</i>	<i>Vocabolario importante</i> Story script	Vocabulary
<i>Racconto 3: Un eroe o un criminale</i>	<i>Nota di grammatica: I superlativi</i>	Superlatives

<i>Storia: La fuga di Michelangelo</i>	<i>Nota di grammatica: Direct Object Pronouns</i>	Direct object pronouns
<i>Racconto 1: In cerca d'ispirazione</i>	<i>Presentational Speaking: Esiste una differenza?</i>	I can talk about the similarities and differences between classical and street art.
<i>Ancora! Ancora!</i>	<i>Intervista: Chi sei?</i>	I can talk about icons in my own community. I can investigate products and perspectives in my own and other communities.
<i>Ancora! Ancora!</i>	<i>Il mondo attraverso le foto: I disegni fatti con i gessetti</i>	I can compare street art in Italy to art in my city.
Communities (COM): Learners use the target language to participate in the community and in the globalized world, for enjoyment, enrichment, and advancement.		
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.
Can-Do Checklist		Setting personal language goals, self-assessment on Can-Do statements, and unit reflection

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

