

Alignment to Connecticut World Language Curriculum Framework

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 the Connecticut World Language Curriculum Framework. 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 Mode: In at least one language other than English, students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange 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 Mode: In at least one language other than English, students will understand and interpret spoken and written language 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 Mode: In at least one language other than English, students will present information, concepts and ideas to listeners or readers on a variety of topics.			
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.
Cultures: In at least one language other than English, students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretive and presentational communication.			
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 (Interdisciplinary Mode): In at least one language other than English, students will reinforce and expand their knowledge of other areas of study through the world language, and vice versa.		
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.
Connections (Intradisciplinary Mode): In at least one language other than English, students will acquire and use information from a variety of sources only available in the world language.		
Section	Title	Can-Do/Description
<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 Among Languages: In at least one language other than English, students will demonstrate literacy and an understanding of language through comparisons across languages.		
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</i>	<i>Vocabolario importante</i>	Vocabulary

<i>un criminale</i>	Story script	
<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
Comparisons Among Cultures: In at least one language other than English, students will demonstrate an understanding of the concept of culture through comparisons across cultures.		
Section	Title	Can-Do/Description
<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>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: In at least one language other than English, students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation.		
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.

