

Alignment to Florida Next Generation World Languages Standards

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 Florida’s Next Generation World Languages 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> | | | |
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| World Languages Modes of Communication | | | |
| 1. Interpretive Listening | | | |
| The student will be able to understand and interpret information, concepts, and ideas orally from a variety of culturally authentic sources on a variety of topics in the target language. | | | |
| Section | Title | Mode | Can-Do/Description |
| <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>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. |
| 2. Interpretive Reading | | | |
| The student will be able to understand and interpret information, concepts, and ideas in writing from a variety of culturally authentic sources on a variety of topics in the target language. | | | |
| 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. |
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| <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. |
| <p>3. Interpersonal Communication The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally appropriate context in the target language.</p> | | | |
| 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. |
| <p>4. Presentational Speaking The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.</p> | | | |
| 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. |

| Intercultural Standards | | |
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| 6. Cultures | | |
| The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own. | | |
| 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>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>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. |
| 7. Connections | | |
| The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language. | | |
| 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. |
| 8. Comparisons | | |
| The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others. | | |
| 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 |

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| <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. |
| <p>9. Communities The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.</p> | | |
| 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 |

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