

## Alignment to Georgia Performance Standards for Modern Languages Level 1

### 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 Georgia Performance Standards for Modern Languages Level 1. If you have any questions, call 1-800-848-0256 or email [info@vocesdigital.com](mailto:info@vocesdigital.com).

<i>Unità 1: Che cos'è l'arte?</i>			
<b>1. Communication</b>			
<b>Interpersonal Mode of Communication (IP)</b>			
<b>MLI.IP1 – The students exchange simple spoken and written information in the target language, utilizing cultural references where appropriate.</b>			
<b>MLI.IP2 – The students demonstrate skills necessary to sustain brief oral and written exchanges in the target language.</b>			
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.
<b>Interpretive Mode of Communication (INT)</b>			
<b>MLI.INT1 – The students demonstrate understanding of simple spoken and written language presented through a variety of media in the target language and based on topics such as self, family, school, etc.</b>			
<b>MLI.INT2 – The students interpret verbal and non-verbal cues to understand simple spoken and written messages in the target language.</b>			
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 of Communication (P)**

**MLI.P1 – The students present information orally and in writing that contains a variety of vocabulary, phrases, and patterns.**

**MLI.P2 – The students present brief, rehearsed material in the target language, such as dialogues, skits, poetry, and songs.**

<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<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	Presentational Writing	Writing	I can write about my art

Assessment			preferences and the art in Naples.
II. Cultural Perspectives, Practices, and Products (CU)			
MLI.CU1 – The students develop an awareness of perspectives, practices, and products of the cultures where the target language is spoken.			
Section	Title	Can-Do/Description	
Racconto 1: In cerca d'ispirazione	Presentational Speaking: <i>Esiste una differenza?</i>	I can talk about the similarities and differences between classical and street art.	
Racconto 2: Il vetro di Murano	Interpretive Reading: <i>La produzione del vetro</i>	I can read about a glassmaking workshop in Murano.	
Ancora! Ancora!	<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.	
Ancora! Ancora!	<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.	
Ancora! Ancora!	<i>Panorama: La Cappella Sistina di Michelangelo</i>	I can write about a panorama of the Sistine Chapel.	
III. Connections, Comparisons, and Communities (CCC)			
MLI.CCC1 – The students use information acquired in the study of the target and information acquired in other subject areas to reinforce one another.			
MLI.CCC2 – The students demonstrate an understanding of the significance of culture through comparisons between the culture(s) studied and the students' own culture.			
MLI.CCC3 – The students compare basic elements of the target language to the English language.			
MLI.CCC4 – The students demonstrate an awareness of current events in the target culture(s).			
MLI.CCC5 – The students identify situations and resources in which target language skills and cultural knowledge may be applied beyond the classroom setting, for recreational, educational, and occupational purposes.			
Section	Title	Can-Do/Description	
Racconto 1: In cerca d'ispirazione	<i>Attività 3: Approfondimento</i>	I can write about how art affects space and the world around it.	
Racconto 1: In cerca d'ispirazione	Presentational Speaking: <i>Esiste una differenza?</i>	I can talk about the similarities and differences between classical and street art.	
Racconto 3: Un eroe o un criminale	Interpretive Listening: <i>La Gioconda</i>	I can understand a video about the Mona Lisa.	
Storia: La fuga di Michelangelo	<i>Attività 1: Trova la parola giusta</i>	I can read a story about a famous Italian artist and sculptor.	
Ancora! Ancora!	<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.	
Ancora! Ancora!	<i>Il mondo attraverso le foto: I disegni fatti</i>	I can compare street art in Italy	

	<i>con i gessetti</i>	to art in my city.
<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>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](http://VocesDigital.com) or call 1-800-848-0256.

