Alignment to the 2016 Mississippi World Languages 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 2016 Mississippi World Languages Framework. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Communication			
1. Interpersonal – Communicate on very familiar topics using a variety of words and phrases that have been practiced and memorized.			
Section	**Title**	**Mode**	**Can-Do/Description**
Racconto 1: In cerca d'ispirazione	Interpersonal Writing: *Un progetto di arte*	Writing	I can write to my friend about an art project.
Storia: La fuga di Michelangelo	Interpersonal Speaking: *Andiamo al museo!*	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.
2. Presentational Speaking – Present information orally about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.			
Section	**Title**	**Mode**	**Can-Do/Description**
Racconto 1: In cerca d'ispirazione	Presentational Speaking: *Esiste una differenza?*	Speaking	I can talk about the similarities and differences between classical and street art.
Ancora! Ancora!	*Intervista: Chi sei?*	Speaking	I can talk about icons in my own community. I can investigate products and perspectives in my own and other communities.

Ripasso e valutazione	Raccontaci una storia originale!	Speaking	I can tell an original story.

3. Presentational Writing – Write short messages and notes on familiar topics related to everyday life.			
Section	**Title**	**Mode**	**Can-Do/Description**
Racconto 1: In cerca d'ispirazione	Attività 3: Approfondimento	Writing	I can write about how art affects space and the world around it.
Racconto 2: Il vetro di Murano	Attività 3: Le tue esperienze	Writing	I can write about a special piece of art given to me.
Racconto 2: Il vetro di Murano	Presentational Writing: Il ruolo dell'arte nella società	Writing	I can write about the role of art in society.
Storia: La fuga di Michelangelo	Attività 3: Una lettera a Michelangelo	Writing	I can write a letter to Michelangelo.
Ripasso e valutazione	La mia storia	Writing	I can write an original story.
Integrated Performance Assessment	Presentational Writing	Writing	I can write about my art preferences and the art in Naples.

4. Interpretive Listening – Understand spoken words, phrases, and simple sentences related to everyday life and recognize pieces of information and the main topic of what is being said.			
Section	**Title**	**Mode**	**Can-Do/Description**
Racconto 3: Un eroe o un criminale	Interpretive Listening: La Gioconda	Listening	I can understand a video about the Mona Lisa.
Ancora! Ancora!	Intervista: Ivana	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.

5. Interpretive Reading – Understand familiar words, phrases, and sentences within short and simple texts related to everyday life and understand the main idea of what is being said.			
Section	**Title**	**Mode**	**Can-Do/Description**
Racconto 1: In cerca d'ispirazione	Attività 1: Chi l'ha detto?	Reading	I can read a story about street art and graffiti.
Racconto 2: Il vetro di Murano	Attività 1: Da falso a vero	Reading	I can read a story about glass art.
Racconto 2: Il vetro di Murano	Interpretive Reading: La produzione del vetro	Reading	I can read about a glassmaking workshop in Murano.
Racconto 3: Un eroe o	Attività 1: Risposta multiple	Reading	I can read a story about

un criminale			an art thief.
Storia: La fuga di Michelangelo	Attività 1: Trova la parola giusta	Reading	I can read a story about a famous Italian artist and sculptor.

Cultures

1. Relating Cultural Practices to Perspectives – Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Section	Title	Can-Do/Description
Racconto 1: In cerca d'ispirazione	Presentational Speaking: Esiste una differenza?	I can talk about the similarities and differences between classical and street art.
Racconto 2: Il vetro di Murano	Interpretive Reading: La produzione del vetro	I can read about a glassmaking workshop in Murano.
Ancora! Ancora!	Il mondo attraverso le foto: I disegni fatti con i gessetti	I can compare street art in Italy to art in my city.
Ancora! Ancora!	Intervista: Chi sei?	I can talk about icons in my own community. I can investigate products and perspectives in my own and other communities.

2. Relating Cultural Products to Perspectives – Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Section	Title	Can-Do/Description
Racconto 1: In cerca d'ispirazione	Presentational Speaking: Esiste una differenza?	I can talk about the similarities and differences between classical and street art.
Racconto 2: Il vetro di Murano	Interpretive Reading: La produzione del vetro	I can read about a glassmaking workshop in Murano.
Ancora! Ancora!	Intervista: Chi sei?	I can talk about icons in my own community. I can investigate products and perspectives in my own and other communities.
Ancora! Ancora!	Panorama: La Cappella Sistina di Michelangelo	I can write about a panorama of the Sistine Chapel.

Connections

1. Making Connections –Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

Section	Title	Can-Do/Description
Racconto 1: In cerca d'ispirazione	Attività 3: Approfondimento	I can write about how art affects space and the world around it.
Racconto 1: In cerca d'ispirazione	Presentational Speaking: Esiste una differenza?	I can talk about the similarities and differences between classical and street art.
Racconto 3: Un eroe o	Interpretive Listening: La Gioconda	I can understand a video about

| un criminale | | the Mona Lisa. |
| *Storia: La fuga di Michelangelo* | *Attività 1: Trova la parola giusta* | I can read a story about a famous Italian artist and sculptor. |

2. **Acquiring Information and Diverse Perspectives** – Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.		
Section	**Title**	**Can-Do/Description**
Racconto 1: In cerca d'ispirazione	*Attività 3: Approfondimento*	I can write about how art affects space and the world around it.
Racconto 1: In cerca d'ispirazione	Presentational Speaking: *Esiste una differenza?*	I can talk about the similarities and differences between classical and street art.
Racconto 3: Un eroe o un criminale	Interpretive Listening: *La Gioconda*	I can understand a video about the Mona Lisa.
Storia: La fuga di Michelangelo	*Attività 1: Trova la parola giusta*	I can read a story about a famous Italian artist and sculptor.
Ancora! Ancora!	*Intervista: Chi sei?*	I can talk about icons in my own community. I can investigate products and perspectives in my own and other communities.
Ancora! Ancora!	*Il mondo attraverso le foto: I disegni fatti con i gessetti*	I can compare street art in Italy to art in my city.

Comparisons		
1. **Language Comparisons** – Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.		
Section	**Title**	**Can-Do/Description**
Racconto 1: In cerca d'ispirazione	*Vocabolario importante* Story script	Vocabulary
Racconto 2: Il vetro di Murano	*Vocabolario importante* Story script	Vocabulary
Racconto 2: Il vetro di Murano	*Nota di grammatica: Il presente, il passato o il futuro*	Present, past, and future tense verb forms
Racconto 3: Un eroe o un criminale	*Vocabolario importante* Story script	Vocabulary
Racconto 3: Un eroe o un criminale	*Nota di grammatica: I superlativi*	Superlatives
Storia: La fuga di Michelangelo	*Nota di grammatica:* Direct Object Pronouns	Direct object pronouns
2. **Cultural Comparisons** – Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.		
Section	**Title**	**Can-Do/Description**
Racconto 1: In cerca d'ispirazione	Presentational Speaking: *Esiste una differenza?*	I can talk about the similarities and differences between classical and street art.
Ancora! Ancora!	*Intervista: Chi sei?*	I can talk about icons in my own community.

		I can investigate products and perspectives in my own and other communities.
Ancora! Ancora!	*Il mondo attraverso le foto: I disegni fatti con i gessetti*	I can compare street art in Italy to art in my city.

Communities		
1. **School and Global Communities –** Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.		
Section	**Title**	**Can-Do/Description**
Nella mia comunità		I can use the Italian language both within and beyond my classroom to interact and collaborate in my community and the globalized world.
2. **Lifelong Learning –** Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.		
Section	**Title**	**Can-Do/Description**
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.