

## Alignment to Missouri World Language Course-Level Expectations

### 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 Missouri World Languages Course-Level Expectations. 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>Communication</b>			
<b>1. Interpersonal Mode:</b> Students engage in conversations, provide and obtain information, express feelings and emotions, 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.
<b>2. Interpretive Mode:</b> Students understand and interpret written and spoken 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.
<b>3. Presentational Mode:</b> Students present information, concepts, and ideas to an audience of 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.
<b>Cultures</b>			
<b>1. Practices of the Culture:</b> Students demonstrate an understanding of the practices and perspectives of the cultures studied.			
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.
<b>2. Products of the Culture:</b> Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.		
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>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.
<b>Connections</b>		
1. Students reinforce and further their knowledge of other disciplines through the world 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.
2. Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its cultures.		
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.
<b>Comparisons</b>		
1. Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<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
2. Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<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.
<b>Communities</b>		
1. Students use the target language both within and beyond the school setting.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<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.
2. Students show evidence of becoming life-long learners by using the language for personal		

enjoyment and enrichment.		
Section	Title	Can-Do/Description
Can-Do Checklist		Setting personal language goals, self-assessment on Can-Do statements, and unit reflection

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