Alignment to the Nebraska World Language 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 the Nebraska World Language Standards. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Unità 1: Che cos'è l'arte?			
Communication: Students communicate effectively in a variety of situations for multiple reasons.			
1.1 Students exchange information through interaction and negotiation of meaning.			

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.

1.2 Students understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.			

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 un criminale	*Attività 1: Risposta multiple*	Reading	I can read a story about an art thief.
Racconto 3: Un eroe o un criminale	Interpretive Listening: *La Gioconda*	Listening	I can understand a video about the Mona Lisa.
Storia: La fuga di Michelangelo	*Attività 1: Trova la parola giusta*	Reading	I can read a story about a famous Italian artist and sculptor.
Ancora! Ancora!	*Intervista: Ivana*	Listening	I can understand

			someone when they talk about the historic and artistic aspects of their city.
Integrated Performance Assessment	Intepretive Listening	Listening	I can understand a video about famous murals and works of art in the city of Naples.

1.3 Students present ideas and information according to a variety of purposes and audiences.			
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 1: In cerca d'ispirazione	Presentational Speaking: *Esiste una differenza?*	Speaking	I can talk about the similarities and differences between classical and street art.
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.
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	*La mia storia*	Writing	I can write an original story.
Ripasso e valutazione	*Raccontaci una storia originale!*	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.

Culture: Students work with the language in a way that show familiarity with and value for the cultures of the speakers of the language.		
2.1 Students use the language to observe and to discuss the relationship between the products, 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.
Ancora! Ancora!	*Panorama: La Cappella Sistina di Michelangelo*	I can write about a panorama of the Sistine Chapel.

2.2 Students identify and apply culturally appropriate language and behavior.

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.
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.

Connections: Students use the language studied to reinforce and expand their knowledge, connecting language and cultural experiences to all content areas.

3.1 Students apply the language of study to discuss other content areas of study.

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.

Communities: Students can apply their world language skills to personal, community, and career experiences.

4.1 Students use knowledge and skills gained in the language to identify and create a personal education and/or career plan.

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.
Can-Do Assessment		Setting personal language goals, self-assessment on Can-Do statements, and unit reflection

4.2 Students use digital tools in the language of study to further language study and/or to connect with a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

Section	Title	Can-Do/Description
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!	*Il mondo attraverso le foto: I disegni fatti con i gessetti*	I can compare street art in Italy to art in my city.

Cognition: Students explain what they know and are able to monitor their own learning journey with support from their teachers.

5.1 Students self-assess growth in language learning, practice, and understanding.

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.
Can-Do Assessment		Setting personal language goals, self-assessment on Can-Do statements, and unit reflection

5.2 Students set language learning goals and organize priorities.

Section	Title	Can-Do/Description
Can-Do Assessment		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.