Alignment to Nevada Academic Content Standards for World Languages 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 Nevada Academic Content Standards for World Languages. If you have any questions, call 1-800-848-0256 or email <u>info@vocesdigital.com</u>.

Unità 1: Che cos'è l'arte?

1. Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

Section	Title	Mode	Can-Do/Description
Racconto 1: In cerca	Interpersonal Writing: <i>Un</i>	Writing	I can write to my
d'ispirazione	progetto di arte		friend about an art
			project.
Storia: La fuga di	Interpersonal Speaking: Andiamo	Speaking	I can talk about going
Michelangelo	al museo!		to the art museum.
Integrated Performance	Interpersonal Speaking	Speaking	I can talk about murals
Assessment			and street art in
			Naples.

2. Interpretive Communication: Learners 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	Attività 1: Chi l'ha detto?	Reading	I can read a story about
d'ispirazione			street art and graffiti.
Racconto 2: Il vetro di	Attività 1: Da falso a vero	Reading	I can read a story about
Murano			glass art.
Racconto 2: Il vetro di	Interpretive Reading: <i>La</i>	Reading	I can read about a
Murano	produzione del vetro		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.
Racconto 3: Un eroe o	Interpretive Listening: <i>La</i>	Listening	I can understand a video
un criminale	Gioconda		about the Mona Lisa.
Storia: La fuga di	Attività 1: Trova la parola giusta	Reading	I can read a story about
Michelangelo			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.

3. Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Section	Title	Mode	Can-Do/Description
Racconto 1: In cerca	Attività 3: Approfondimento	Writing	I can write about how
d'ispirazione			art affects space and the
			world around it.
Racconto 1: In cerca	Presentational Speaking: Esiste	Speaking	I can talk about the
d'ispirazione	una differenza?		similarities and
			differences between
			classical and street art.
Racconto 2: Il vetro di	Attività 3: Le tue esperienze	Writing	I can write about a
Murano			special piece of art
			given to me.
Racconto 2: Il vetro di	Presentational Writing: <i>Il ruolo</i>	Writing	I can write about the
Murano	dell'arte nella società		role of art in society.
Storia: La fuga di	Attività 3: Una lettera a	Writing	I can write a letter to
Michelangelo	Michelangelo		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	Presentational Writing	Writing	I can write about my art
Assessment			preferences and the art
A D L C C L		.1 1	in Naples.

4. 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
w wp		and street art.
Racconto 2: Il vetro di	Interpretive Reading: La produzione del	I can read about a glassmaking
Murano	vetro	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.
5. Relating Cultural Products to Perspectives: Learners use the language to investigate, explain,		

5. 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.

6. 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	Attività 3: Approfondimento	I can write about how art affects
d'ispirazione		space and the world around it.
Racconto 1: In cerca	Presentational Speaking: Esiste una	I can talk about the similarities
d'ispirazione	differenza?	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	Attività 1: Trova la parola giusta	I can read a story about a famous
Michelangelo		Italian artist and sculptor.

7. 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	Attività 3: Approfondimento	I can write about how art affects
d'ispirazione		space and the world around it.
Racconto 1: In cerca	Presentational Speaking: Esiste una	I can talk about the similarities
d'ispirazione	differenza?	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	Attività 1: Trova la parola giusta	I can read a story about a famous
Michelangelo		Italian artist and sculptor.

classroom to inte Section Nella mia comunità 11. Lifelong Learni	Il mondo attraverso le foto: I disegni fatti con i gessetti cal Communities: Learners use the language le ract and collaborate in their community and the Title ng: Learners set goals and reflect on their programment, and advancement. Title	I can use the Italian language both within and beyond my classroom to interact and collaborate in my community and the globalized world.
Ancora! Ancora! 10. School and Glob classroom to inte Section Nella mia comunità 11. Lifelong Learni enjoyment, enric	Il mondo attraverso le foto: I disegni fatti con i gessetti cal Communities: Learners use the language le ract and collaborate in their community and the Title ng: Learners set goals and reflect on their prog- hment, and advancement.	community. I can investigate products and perspectives in my own and other communities. I can compare street art in Italy to art in my city. The post of within and beyond the see globalized world. Can-Do/Description I can use the Italian language both within and beyond my classroom to interact and collaborate in my community and the globalized world. The present of the products and collaborate in my community and the globalized world. The present of the products and perspectives in using languages for
Ancora! Ancora! 10. School and Glob classroom to inte Section Nella mia comunità 11. Lifelong Learni	Il mondo attraverso le foto: I disegni fatti con i gessetti cal Communities: Learners use the language le ract and collaborate in their community and the Title ng: Learners set goals and reflect on their prog	I can investigate products and perspectives in my own and other communities. I can compare street art in Italy to art in my city. Toth within and beyond the eglobalized world. Can-Do/Description I can use the Italian language both within and beyond my classroom to interact and collaborate in my community and the globalized world.
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Ancora! Ancora! 10. School and Glob classroom to inte	Il mondo attraverso le foto: I disegni fatti con i gessetti pal Communities: Learners use the language le ract and collaborate in their community and the	community. I can investigate products and perspectives in my own and other communities. I can compare street art in Italy to art in my city. Coth within and beyond the globalized world. Can-Do/Description
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Ancora! Ancora! 10. School and Glob	Il mondo attraverso le foto: I disegni fatti con i gessetti pal Communities: Learners use the language l	community. I can investigate products and perspectives in my own and other communities. I can compare street art in Italy to art in my city.
Ancora! Ancora!	Il mondo attraverso le foto: I disegni fatti con i gessetti	community. I can investigate products and perspectives in my own and other communities. I can compare street art in Italy to art in my city.
	Il mondo attraverso le foto: I disegni fatti	I can investigate products and perspectives in my own and other communities. I can compare street art in Italy to
		community. I can investigate products and perspectives in my own and other communities.
Ancora! Ancora!	Intervista: Chi sei?	I can investigate products and perspectives in my own and other
Ancora! Ancora!	Intervista: Chi sei?	community. I can investigate products and
Ancora! Ancora!	Intervista: Chi sei?	community.
Ancora! Ancora!	Intervista: Chi sei?	_ ·
Ancoral Ancoral	Intervista: Chi sei?	I can talk about icons in my own
1		ana succi ait.
a ispirazione	4450101124:	and street art.
d'ispirazione	differenza?	and differences between classical
Racconto 1: In cerca	Presentational Speaking: Esiste una	I can talk about the similarities
Section	Title	Can-Do/Description
	e through comparisons of the cultures studied	
	arisons: Learners use the language to investigate	ate explain and reflect on the
Michelangelo	Pronouns	Direct object pronouns
Storia: La fuga di	Nota di grammatica: Direct Object	Direct object pronouns
un criminale	1 rota di grammatica. 1 supertativi	Superiatives
Racconto 3: Un eroe o	Nota di grammatica: I superlativi	Superlatives
un criminale	Story script	v ocabulary
Racconto 3: Un eroe o	Vocabolario importante	Vocabulary
Murano	o il futuro	verb forms
Racconto 2: Il vetro di	Nota di grammatica: Il presente, il passato	Present, past, and future tense
Murano	Vocabolario importante Story script	Vocabulary
d'ispirazione Racconto 2: Il vetro di	Story script Vegabolavia importanta	Vacabulany
Racconto 1: In cerca	Vocabolario importante	Vocabulary
Section	Title	Can-Do/Description
	ge through comparisons of the language studied	
	parisons: Learners use the language to investig	
	con i gessetti	to art in my city.
Ancora! Ancora!	Il mondo attraverso le foto: I disegni fatti	I can compare street art in Italy
		other communities.
		perspectives in my own and
		I can investigate products and
		community.
	Intervista: Chi sei?	I can talk about icons in my own

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.

