

Alignment to the New Hampshire Guidelines for World Languages Learning

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 New Hampshire Guidelines for World Languages Learning. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

<i>Unità 1: Che cos'è l'arte?</i>			
Goal One: Communication			
Communicate in languages other than English			
Standard 1.1 Students engage in conversation, 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.
Standard 1.2 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.

Standard 1.3 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.

Goal Two: Cultures

Gain knowledge and understanding of other cultures

Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Section	Title	Can-Do/Description
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<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.
Standard 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture 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.
Goal Three: Connections		
Connect with other disciplines and acquire information		
Standard 3.1 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.
Standard 3.2 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.

Goal Four: Comparisons

Develop insight into the nature of language and culture

Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Section	Title	Can-Do/Description
<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

Standard 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

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>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.

Goal Five: Communities		
Standard 5.1 Students use the language both within and beyond the school setting.		
Section	Title	Can-Do/Description
	<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.
Standard 5.2 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

For more information about this or any other title, go to VocesDigital.com or call 1-800-848-0256.

