

## Alignment to the Indiana Academic Standards for Classical and Modern World Languages

### Voces® Nostra storia ~ Livello 4 ~ Unità 1

*Nostra storia, Livello 4* 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 4* will take your students through an Intermediate-Low 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 4* aligns to the Indiana Academic Standards for Classical and Modern World Languages. If you have any questions, call 1-800-848-0256 or email [info@vocesdigital.com](mailto:info@vocesdigital.com).

<i>Unità 1: In che cosa credi?</i>			
<b>1C – Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</b>			
<b>Interpersonal Communication (1I):</b> Learners interact and negotiate meaning in spoken, gestured, or written conversations to share information, reactions, feelings, and opinions.			
Section	Title	Mode	Can-Do/Description
<i>Racconto 2: Due amiche</i>	Interpersonal Speaking: <i>La vita domestica</i>	Speaking	I can talk about the importance of taking care of one's family and whether going to college is right for everyone.
<i>Racconto 3: Andiamo al Sud!</i>	Interpersonal Writing: <i>Un progetto per la classe d'italiano</i>	Writing	I can write about putting together a school project with a classmate.
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can talk about cultural identity in Italy and America.
<b>Interpretive Communication (2I):</b> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.			
Section	Title	Mode	Can-Do/Description
<i>Racconto 1: In ritardo!</i>	<i>Attività 1: Chi avrebbe potuto dirlo?</i>	Reading	I can read a story about going skiing in the Alps.
<i>Racconto 1: In ritardo!</i>	Interpretive Listening: <i>Perché sono sempre in ritardo?</i>	Listening	I can understand a video about whether Italians are punctual or late.
<i>Racconto 2: Due amiche</i>	<i>Attività 1: Da falso a vero</i>	Reading	I can read a story about the implications of starting a family as a woman.

<i>Racconto 3: Andiamo al Sud!</i>	<i>Attività 1: Trova la parola giusta</i>	Reading	I can read a story about exploring new places.
<i>Storia: Luigi e Leo</i>	<i>Attività 1: Rispondi alle domande</i>	Reading	I can read a story about social anxiety.
<i>Storia: Luigi e Leo</i>	Interpretive Reading: <i>Che cos'è l'ansia?</i>	Reading	I can read an article about anxiety and mental health.
<i>Ancora! Ancora!</i>	<i>Intervista: Ilaria</i>	Listening	I can understand what someone says about Italian stereotypes and food culture in Italy.
<i>Ancora! Ancora!</i>	<i>Intervista: Chi sei?</i>	Listening	I can investigate products and perspectives in my own and other communities. I can talk about my beliefs and someone who has different beliefs than I do.
Integrated Performance Assessment	Interpretive Reading	Reading	I can read an article about common Italian behaviors according to foreigners.

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

Section	Title	Mode	Can-Do/Description
<i>Racconto 1: In ritardo!</i>	<i>Attività 3: Le tue esperienze</i>	Writing	I can write about my own experiences with misconceptions and prejudice.
<i>Racconto 2: Due amiche</i>	<i>Attività 3: Cosa ne pensi?</i>	Speaking	I can talk about the fundamental elements of a healthy relationship.
<i>Racconto 2: Due amiche</i>	Presentational Writing: <i>La Festa della Donna</i>	Writing	I can write about the importance of celebrating International Women's Day.
<i>Racconto 3: Andiamo al Sud!</i>	<i>Attività 3: Una lettera a Markus</i>	Writing	I can write a persuasive letter.
<i>Storia: Luigi o Leo</i>	<i>Attività 3: Le tue esperienze</i>	Writing	I can write about my own experiences with anxiety and discomfort.
<i>Storia: Luigi o Leo</i>	Presentational Speaking: <i>I pregiudizi</i>	Speaking	I can talk about the existence of prejudice

			and misconceptions in society.
<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 Italian stereotypes and describe my own cultural identity.

## 2C – Culture: Interact with cultural competence and understanding.

**Interacting with Cultures (IC):** Learners use language to interact with others in and from another culture.

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.

**Relating Cultural Practice and Products to Perspectives (Investigate) (CI):** Learners use language to investigate, explain, and reflect on the relationship between the practices and products to perspectives of the target cultures.

Section	Title	Can-Do/Description
<i>Racconto 1: In ritardo!</i>	Interpretive Listening: <i>Perché sono sempre in ritardo?</i>	I can understand a video about whether Italians are punctual or late.
<i>Racconto 2: Due amiche</i>	Presentational Writing: <i>La Festa della Donna</i>	I can write about the importance of celebrating International Women's Day.
<i>Ancora! Ancora!</i>	<i>Il mondo attraverso le foto: La Cattedrale di Santa Maria Assunta di Siena</i>	I can compare places of worship in Italy to those in my culture. I can talk about places of worship in my culture.
<i>Ancora! Ancora!</i>	<i>Panorama: La Cattedrale di Santa Maria del Fiore a Firenze</i>	I can make comparisons between cultural products and practices to help understand perspectives using a variety of complex sentences connected with transitions.
<i>Ancora! Ancora!</i>	<i>Intervista: Ilaria</i>	I can understand what someone says about Italian stereotypes and food culture in Italy.
<i>Ancora! Ancora!</i>	<i>Intervista: Chi sei?</i>	I can investigate products and perspectives in my own and other communities. I can talk about my beliefs and

		someone who has different beliefs than I do.
<b>3C – Connections</b>		
<b>Acquiring Information and Diverse Perspectives (IP):</b> Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Racconto 2: Due amiche</i>	Presentational Writing: <i>La Festa della Donna</i>	I can write about the importance of celebrating International Women’s Day.
<i>Ancora! Ancora!</i>	<i>Il mondo attraverso le foto: La Cattedrale di Santa Maria Assunta di Siena</i>	I can compare places of worship in Italy to those in my culture. I can talk about places of worship in my culture.
<i>Racconto 1: In ritardo!</i>	<i>Attività 3: Le tue esperienze</i>	I can write about my own experiences with misconceptions and prejudice.
<i>Racconto 1: In ritardo!</i>	Interpretive Listening: <i>Perché sono sempre in ritardo?</i>	I can understand a video about whether Italians are punctual or late.
<i>Racconto 2: Due amiche</i>	Interpersonal Speaking: <i>La vita domestica</i>	I can talk about the importance of taking care of one’s family and whether going to college is right for everyone.
<i>Ancora! Ancora!</i>	<i>Intervista: Ilaria</i>	I can understand what someone says about Italian stereotypes and food culture in Italy.
<i>Ancora! Ancora!</i>	<i>Intervista: Chi sei?</i>	I can investigate products and perspectives in my own and other communities. I can talk about my beliefs and someone who has different beliefs than I do.
<b>4C –Comparisons</b>		
<b>Cultural Comparisons (CC):</b> Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied with their own.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Racconto 1: In ritardo!</i>	Interpretive Listening: <i>Perché sono sempre in ritardo?</i>	I can understand a video about whether Italians are punctual or late.
<i>Ancora! Ancora!</i>	<i>Intervista: Ilaria</i>	I can understand what someone says about Italian stereotypes and food culture in Italy.
<i>Ancora! Ancora!</i>	<i>Intervista: Chi sei?</i>	I can investigate products and perspectives in my own and other communities. I can talk about my beliefs and

		someone who has different beliefs than I do.
<i>Ancora! Ancora!</i>	<i>Il mondo attraverso le foto: La Cattedrale di Santa Maria Assunta di Siena</i>	I can compare places of worship in Italy to those in my culture. I can talk about places of worship in my culture.
<b>Language Comparisons (LC):</b> Learners use the language to investigate, explain, and reflect on the nature of the language through comparisons of the cultures studied with their own.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Racconto 1: In ritardo!</i>	<i>Vocabolario importante</i> Story script	Vocabulary
<i>Racconto 1: In ritardo!</i>	<i>Nota di grammatica:</i> Review of all the tenses	Verb forms
<i>Racconto 2: Due amiche</i>	<i>Vocabolario importante</i> Story script	Vocabulary
<i>Racconto 3: Andiamo al Sud!</i>	<i>Vocabolario importante</i> Story script	Vocabulary
<b>5C –Communities</b>		
<b>School and Global (SG):</b> Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.		
<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.
<b>Lifelong Learning (LL):</b> Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
Can-Do Checklist		Setting personal language goals, self-assessment on Can-Do statements, and unit reflection

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