

Alignment to the Nebraska World Language Standards

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

| <i>Unità 1: In che cosa credi?</i> | | | |
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| 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 |
| <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. |
| 1.2 Students 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</i> | <i>Attività 1: Trova la parola giusta</i> | Reading | I can read a story about |

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| <i>Sud!</i> | | | 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. |

1.3 Students present ideas and information according to a variety of purposes and audiences.

| Section | Title | Mode | Can-Do/Description |
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| <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. |
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| <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. |
| 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 | |
| <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>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. | |
| <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>Panorama: La Cappella Sistina di Michelangelo</i> | 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 | |
| <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>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. |
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| <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. |
| 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 |
| <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. |
| 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 |
| <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. |
| 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 |
| <i>Storia: Luigi e Leo</i> | Interpretive Reading: <i>Che cos'è l'ansia?</i> | I can read an article about anxiety and mental health. |
| <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. |

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| | | I can talk about my beliefs and someone who has different beliefs than I do. |
| Integrated Performance Assessment | Interpretive Reading | I can read an article about common Italian behaviors according to foreigners. |
| <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. |
| 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 |
| <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. |
| 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.

