

Alignment to North Carolina's World Language Essential 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 North Carolina's World Language Essential Standards. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

<i>Unità 1: In che cosa credi?</i>			
Communication			
Interpersonal Communication: Person-to-Person Communication Interpersonal skills are used in informal, one-on-one or small group conversations. Students can ask for clarification when needed and negotiate with each other during the conversation. Most interpersonal communication involves everyday topics, like greetings, instructions, directions, current events, class discussions, news about family and friends, social events, requests for information, academic discourse, and so on.			
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.
Interpretive Communication: Listening and Reading Interpretive skills involve receiving information in a situation where meaning cannot be negotiated. Students hear or see the message and respond based on their interpretation. These messages could be about any topic and come from a wide variety of sources and media: textbooks, newspapers, signs, websites, news broadcasts, television and radio programs, lectures, presentation—live and recorded, etc.			
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: Speaking and Writing

Presentational skills involve preparing information to be shared with an audience, either through speaking or writing. Students have time to draft, revise, and practice presentations that show their use of language. These presentations vary from somewhat informal, such as a quick report to the class on an article, to quite formal, which might be a culminating project involving a multimedia display with a speech.

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.

Culture

Learning about culture means building an understanding of the practices, perspectives and products of a society. The practices involve patterns of social interactions, such as how people are greeted or how respect is shown. Perspectives are the values, beliefs, ideas, and attitudes that are an integral part of life. Products are the books, foods, laws, music, games, etc., that are created and used within the society.

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.
Connections to Language & Literacy – Comparisons The world language being studied, referred to as the target language, helps students develop a great understanding and insight into the nature of language and culture, including their native or first language. These comparisons, along with the three communication modes, blend together to focus students on language and literacy.		
Section	Title	Can-Do/Description
<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
<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.
Connections to Other Disciplines – Connections Studying a world language involves making connections with other academic disciplines, formally and informally. Within the communication skills, the language arts of reading, writing, speaking, and listening are utilized. As students learn about numbers and currency, mathematics and economics are included. All of social studies is part of culture, as are the arts, health, physical education, and science. Career and technical skills in these areas are also drawn on, and technology is woven throughout world languages as a resource for materials and a means of expression and presentation.		
Section	Title	Can-Do/Description
<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.

Communities

Students preparing for success in the 21st Century need to access knowledge and information from other communities, and use that information to function well with people from diverse backgrounds.

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.

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

