

Alignment to North Dakota Foreign Language Content 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 North Dakota Foreign Language Content 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: Communicating 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 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.
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 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

<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.
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 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>	Presentation 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>	Presentation 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	Presentation Writing	Writing	I can write about Italian stereotypes and describe my own cultural identity.

Cultures

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and the 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>	Presentation 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.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.

Section	Title	Can-Do/Description
<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>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.

Connections: Connecting with other disciplines and acquiring new information		
Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.		
Section	Title	Can-Do/Description
<i>Racconto 2: Due amiche</i>	Presentation 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.
Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.		
Section	Title	Can-Do/Description
<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>	Presentation Writing: <i>La Festa della Donna</i>	I can write about the importance of celebrating International Women's Day.
<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.
<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.
Comparisons: Developing 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 ritardo!</i>	<i>Vocabolario importante</i>	Vocabulary

	Story script	
<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
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 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.
Communities: Participating in multilingual communities at home and around the world		
Standard 5.1: Students use foreign languages 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 foreign languages 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

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