

## Alignment to Oklahoma Standards for 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 Oklahoma Standards for 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>Goal 1 – Communication:</b> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes			
<b>Interpretive Communication:</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.
<b>Interpersonal Communication:</b> Learners interact and negotiate meaning in spoken, signed, 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>Presentational Communication:</b> Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media 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.
<b>Goal 2 – Culture:</b> Interact with cultural competence and understanding.			
<b>Relating Cultural Practices to Perspectives:</b> Learners use the target language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.			
<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>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.	
<b>Relating Cultural Products to Perspectives:</b> Learners use the target language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.			
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>	
<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.
<b>Goal 3 – Connections:</b> Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.		
<b>Making Connections:</b> Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.		
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.
<b>Acquiring Information and Diverse Perspectives:</b> Learners access and evaluate information and diverse perspectives that are available through the 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>	Presentational 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.

<b>Goal 4 – Comparisons:</b> Develop insight into the nature of language and culture in order to interact with cultural competence.		
<b>Language Comparisons:</b> Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and 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>Cultural Comparisons:</b> Learners use the language to investigate, explain, and reflect on the concept of the culture through comparisons of the cultures studied and 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>Goal 5 – Communities:</b> Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.		
<b>Schools and Global Communities:</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:</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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