

## Alignment to World Language Standards of Learning for Virginia Public Schools

### 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 World Language Standards of Learning for Virginia Public Schools. 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>Interpretive Communication</b>		
<b>STANDARD 1: Investigate Intercultural Products, Practices and Perspectives through Interpretive Communication (Interpretive Mode)</b>		
1.NL Recognize a few typical products and practices related to familiar, everyday life in native and other cultures.		
1.NM Identify typical products and practices related to familiar, everyday life in native and other cultures to help understand perspectives.		
1.NH Identify and compare typical products and practices related to familiar, everyday life in native and other cultures to help understand perspectives.		
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>Storia: Luigi e Leo</i>	Interpretive Reading: <i>Che cos'è l'ansia?</i>	I can read an article about anxiety and mental health.

Integrated Performance Assessment	Interpretive Reading	I can read an article about common Italian behaviors according to foreigners.
<b>STANDARD 2: Compare Intercultural Behaviors</b> 2.NL Recognize a few very simple behaviors in other cultures. 2.NM Identify familiar or everyday behaviors in other cultures. 2.NH Identify and compare familiar or everyday behaviors in native and other cultures.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
Integrated Performance Assessment	Interpretive Reading	I can read an article about common Italian behaviors according to foreigners.
<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.
<b>STANDARD 3: Comprehend Authentic Texts that are Spoken, Written, or Signed</b> 3.NL Understand a few familiar words or phrases in authentic informational texts; authentic fictional texts; and overheard or observed conversations. 3.NM Understand very basic information in authentic informational texts; authentic fictional texts; and overheard or observed conversations. 3.NH Understand the topic and some isolated facts in authentic informational texts; authentic fictional texts; and overheard or observed conversations.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
Integrated Performance Assessment	Interpretive Reading	I can read an article about common Italian behaviors according to foreigners.
<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>Storia: Luigi e Leo</i>	Interpretive Reading: <i>Che cos'è l'ansia?</i>	I can read an article about anxiety and mental health.
<b>Interpersonal Communication</b>		
<b>STANDARD 4: Investigate Intercultural Products, Practices and Perspectives (Interpersonal Mode)</b> 4.NL Identify a few typical products and practices related to familiar, everyday life in native and other cultures. 4.NM Identify typical products and practices related to familiar, everyday life to help understand perspectives of native and other cultures. 4.NH Identify products and practices related to everyday life to help understand perspectives of native and other cultures.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>

<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.
Integrated Performance Assessment	Interpersonal Speaking	I can talk about cultural identity in Italy and America.

**STANDARD 5: Interact with Culturally Appropriate Language and Behaviors (Interpersonal Mode)**

5.NL Interact in very familiar situations using practiced language and behaviors and show cultural awareness by recognizing a few culturally inappropriate behaviors.

5.NM Interact in very familiar situations using practiced language and behaviors and show cultural awareness by recognizing culturally inappropriate behaviors.

5.NH Interact in familiar, everyday situations using practiced language and behaviors and show cultural awareness by recognizing culturally in appropriate behaviors

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>Racconto 3: Andiamo al Sud!</i>	Interpersonal Writing: <i>Un progetto per la classe d'italiano</i>	I can write about putting together a school project with a classmate.
Integrated Performance Assessment	Interpersonal Speaking	I can talk about cultural identity in Italy and America.
<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 6: Exchange Information and Ideas**

6.NL Provide basic oral or signed information on very familiar topics.

6.NM Request and share simple oral or signed information on familiar or everyday topics.

6.NH Request and share oral or signed information on familiar and everyday topics.

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>Racconto 3: Andiamo al Sud!</i>	Interpersonal Writing: <i>Un progetto per la classe d'italiano</i>	I can write about putting together a school project with a classmate.
Integrated Performance	Interpersonal Speaking	I can talk about cultural identity

Assessment		in Italy and America.
<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>STANDARD 7: Meet Personal Needs or Address Situations</b> 7.NL Express a few basic personal needs in very familiar situations. 7.NM Express basic needs in familiar or everyday situations. 7.NH Interact with others to meet basic needs in familiar and everyday situations.		
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>Racconto 3: Andiamo al Sud!</i>	Interpersonal Writing: <i>Un progetto per la classe d'italiano</i>	I can write about putting together a school project with a classmate.
Integrated Performance Assessment	Interpersonal Speaking	I can talk about cultural identity in Italy and America.
<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>STANDARD 8: Express, React to and Support Preferences, Opinions or Viewpoints</b> 8.NL Express a few basic preferences or feelings. 8.NM Express basic preferences or feelings and react to those of others. 8.NH Express, ask about, and react to simple preferences, feelings, or opinions on familiar topics.		
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>Racconto 3: Andiamo al Sud!</i>	Interpersonal Writing: <i>Un progetto per la classe d'italiano</i>	I can write about putting together a school project with a classmate.
Integrated Performance Assessment	Interpersonal Speaking	I can talk about cultural identity in Italy and America.
<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>Presentational Communication</b>		
<b>STANDARD 9: Investigate Intercultural Products, Practices and Perspectives (Presentational Mode)</b>		

9.NL Identify a few typical products and practices related to familiar, everyday life in native and other cultures.  
 9.NM Identify typical products and practices related to familiar, everyday life to help understand perspectives of native and other cultures.  
 9.NH Identify similarities and differences between typical products and practices related to everyday life to help understand perspectives of native and other cultures.

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.
<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: 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.

**STANDARD 10: Communicate with Culturally Appropriate Language and Behaviors (Presentational Mode)**

10.NL Present in very familiar intercultural situations using memorized or practiced language and behaviors.  
 10.NM Present in very familiar intercultural situations using practiced or learned language and behaviors.  
 10.NH Present in very familiar situations using appropriate learned behaviors to show basic cultural awareness.

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 2: Due amiche</i>	<i>Attività 3: Cosa ne pensi?</i>	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>	I can write about the importance of celebrating International Women's Day.
<i>Storia: Luigi o Leo</i>	Presentational Speaking: <i>I pregiudizi</i>	I can talk about the existence of prejudice and misconceptions in society.
Integrated Performance	Presentational Writing	I can write about Italian

Assessment		stereotypes and describe my own cultural identity.
<b>STANDARD 11: Inform, Describe, Explain, or Provide Instruction</b> 11.NL Name very familiar people, places, and objects. 11.NM Give simple information about very familiar topics. 11.NH Give simple descriptions of familiar and everyday topics.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<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 2: Due amiche</i>	<i>Attività 3: Cosa ne pensi?</i>	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>	I can write about the importance of celebrating International Women's Day.
<i>Storia: Luigi o Leo</i>	Presentational Speaking: <i>I pregiudizi</i>	I can talk about the existence of prejudice and misconceptions in society.
Integrated Performance Assessment	Presentational Writing	I can write about Italian stereotypes and describe my own cultural identity.
<b>STANDARD 12: Narrate About Life, Events, or Experiences</b> 12.NL Provide very basic details about self. 12.NM Provide simple details about self, interests, and activities. 12.NH Provide details about personal life, interests, and activities.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<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 2: Due amiche</i>	<i>Attività 3: Cosa ne pensi?</i>	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>	I can write about the importance of celebrating International Women's Day.
<i>Storia: Luigi o Leo</i>	<i>Attività 3: Le tue esperienze</i>	I can write about my own experiences with anxiety and discomfort.
<i>Storia: Luigi o Leo</i>	Presentational Speaking: <i>I pregiudizi</i>	I can talk about the existence of prejudice and misconceptions in society.
Integrated Performance Assessment	Presentational Writing	I can write about Italian stereotypes and describe my own cultural identity.
<b>STANDARD 13: Support Preferences, Opinions, or Viewpoints</b> 13.NL Express likes and dislikes about very familiar topics from native and other cultures.		

13.NM Express likes and dislikes about familiar topics from native and other cultures. 13.NH Express preferences on familiar and everyday topics or topics of interest from native and other cultures.		
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>Storia: Luigi o Leo</i>	<i>Attività 3: Le tue esperienze</i>	I can write about my own experiences with anxiety and discomfort.
<b>Communicative Literacy</b>		
<b>STANDARD 14: Develop Interpretive Literacy</b> 14.1 Infer Meaning and Nuances of Texts 14.2 Recognize and Use Organizational Features of Texts 14.3 Apply Self-Questioning Skills 14.4 Make Text Connections 14.5 Select, Use and Cite Resources		
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>	<i>Attività 1: Da falso a vero</i>	I can read a story about the implications of starting a family as a woman.
<i>Storia: Luigi e Leo</i>	<i>Attività 1: Rispondi alle domande</i>	I can read a story about social anxiety.
<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.
<b>STANDARD 15: Develop Interpersonal Literacy</b> 15.1 Communicate, React, and Show Interest 15.2 Continue and Extend Conversations 15.3 Increase Comprehensibility and Clarity of Expression 15.4 Infer Meaning of Unfamiliar Language 15.5 Select, Use and Cite Resources		
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>Racconto 3: Andiamo al Sud!</i>	Interpersonal Writing: <i>Un progetto per la classe d'italiano</i>	I can write about putting together a school project with a classmate.
Integrated Performance Assessment	Interpersonal Speaking	I can talk about cultural identity in Italy and America.
<b>STANDARD 16: Develop Presentational Literacy</b>		

16.1 Choose Relevant, Authentic Content and Concepts 16.2 Organize Information 16.3 Increase Comprehensibility and Clarity of Expression 16.4 Maintain and Increase Audience Interest 16.5 Select, Use and Cite Resources		
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>Racconto 3: Andiamo al Sud!</i>	<i>Attività 3: Una lettera a Markus</i>	I can write a persuasive letter.
<i>Ripasso e valutazione</i>	<i>La mia storia</i>	I can write an original story.
<i>Ripasso e valutazione</i>	<i>Raccontaci una storia originale!</i>	I can tell an original story.

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