

*Nostra storia* brings together the magic of storytelling with real-world tasks in order to cultivate both students' communicative abilities and intercultural understanding.

### **Overview of *Nostra storia 1***

Each unit in *Nostra storia 1* is based on a different AP® subtheme. **The use of subthemes in this curriculum framework helps guide storylines, authentic texts, communicative tasks, and cultural content.**

The primary components in each unit of Level 1 include:

- **Stories:** Each *racconto* (short story) targets four to six structures in a compelling and comprehensible way, and includes audio and/or illustrations to increase understanding. There are several options for introducing students to these target structures, including:
  - Total Physical Response (TPR®)
  - Personalized Questions and Answers (PQAs)
  - Co-Created Class Stories (scripts and circling examples provided)
- **Comprehension Activities:** After reading a story, comprehension activities allow students another opportunity to interact with the target structures, be exposed to more varied input, and demonstrate their understanding.
- **Communicative Tasks:** Interpretive, interpersonal, and presentational tasks in all communicative modes (i.e., writing, speaking, reading, and listening) draw from and expand on what students were exposed to in the *racconti* and prepare students for the Integrated Performance Assessment (IPA) at the end of Unit 1. **Communicative Tasks are provided in Unit 1 as a model for the teacher to build upon throughout the curriculum framework.**
- **Longer Stories:** *Storie* increase interactions with the structures presented in the *racconti*. The *storie* can be used as formal assessments of the unit's target structures using the comprehension activities and/or communicative tasks.
- **Authentic Culture:** Cultural content is woven throughout each unit and includes:
  - *Interviste* that present the perspectives and experiences of native speakers from around the Italian peninsula.
  - *Il mondo attraverso le foto* that present photos with AP-style simulated conversations, where students record themselves after listening to a native speaker.
  - Panoramas that virtually transport students to a place in Italy where they can see, think, and wonder at their proficiency level.
  - Cultural videos, which depict key cultural elements mentioned along their journey through the unit.
- **Interactive Can-Do Statements:** Students self-assess their performance on communicative tasks with an integrated, clickable Can-Do statement. Both the student and the teacher can see the student's overall progress on a summative Can-Do checklist at the end of each unit.
- **Integrated Performance Assessments (IPAs):** These proficiency-based assessments incorporate authentic materials and tasks for a very "real" experience that draws on students' interpretive, interpersonal, and presentational skills. Unit 1 of Level 1 includes an IPA to be used as a model for the teacher to build upon throughout the curriculum framework.

As you can see, *Nostra storia* provides an array of options for teachers at various levels of expertise. You can select which elements most appropriately meet the needs of individual students and teacher personalities in your unique school district. Our goal is to support teachers wherever they are on their journey in providing truly compelling, comprehensible input to increase students' proficiency levels.

## Pacing for Unità 1

Below, you will find one option for pacing the material in *Unità 1* in *Nostra storia 1*. This same pacing could be applied to later units and is meant to be an example of what a teacher *could* do, not an example of what a teacher *should* do.

Timing for these tasks is approximate, and remember that if you are talking with your students—about a story, a culture, or their personal lives—and your students are engaged and having fun or finding what you’re saying interesting, then keep going! You are providing **Comprehensible Input**, and that’s what matters most. Don’t let a schedule stop you.

**Also keep in mind that *Nostra storia 1* is a curriculum framework and is therefore designed to be customized, personalized, and expanded upon by each individual teacher to suit your and your students’ needs. *Nostra storia 1* provides a strong curriculum framework for teaching Italian and teachers can find many resources and guiding materials to aid them in creating their own activities, projects, and cultural lessons.** For more information on how to edit material or for more ideas on how to implement the curriculum, call 800-848-0256 or email [info@vocesdigital.com](mailto:info@vocesdigital.com).

### **Things to Consider**

We recommend creating a **class routine** by opening your class with the day, date, etc. and introducing your daily objectives using the included Can-Do statements and/or conducting a *Nostra classe, nostra storia* student interview. Please note: If you are interviewing a student and it is going well and everyone seems engaged and learning, then just KEEP GOING. This kind of relevant, personal comprehensible input can be the most effective material you use with them.

We also recommend showing students the different games available to play in the **Voces Game Center**. Tell students that if they have down time in class or outside of class, or finish an assignment early, they can log in to *Nostra storia* and play games. Learn more about the Voces Game Center [here](#).

Exit Tickets and Blank Comics are referred to throughout the Pacing Guide. These are downloadable resources, which can be found under Additional Resources in the Resource Library in the Teacher’s Panel.

As you look over the Pacing Guide, keep in mind that our pacing and timing is **approximate**. You may find yourself moving faster or slower. Take the time to discover your “flow.” **Furthermore, since *Nostra storia* has been designed as a curriculum framework, this pacing guide will likely be embellished with your own personalized activities, cultural lessons, and class projects to add to the depth of the content provided. Therefore, the four and a half week pacing guide given in this document is a solid foundation and template for your lesson planning.**

If you ever feel like you are moving too **fast**, then consider slowing down. Remember that engaging and connecting with your students about the material is key to the success of a Comprehensible Input approach. At the same time, if you’re moving fast and the students are “getting” it, then more power to you! Go with the flow! You can always make a unit last longer by adding your own material to a unit using the Voces Editor, or incorporating a FVR routine in your class schedule, or even spending a few weeks mid-way in the year reading a class novel.

If you are moving **slower**, then that's okay too! You can assign some of the activities as homework (and spend more time in class just talking to your students and reading the stories). It's totally up to you. As long as students are engaged and you are delivering comprehensible input, we recommend not worrying too much about how fast or slow you're moving in the curriculum. Let the students be your ultimate guide.

Finally, remember that there is value in varying how you present the material. For example, read one story out loud, play the native speaker audio to another story, and then let students act out scenes from the next story. Similarly, you may do Personalized Questions and Answers (PQAs) for one *racconto* and then use a Story Script for the next *racconto*. By mixing things up and delivering content in a variety of ways, you're more likely to keep your students interested in the material. You are also more likely to have fun and grow more as a teacher!

**Note:** The Pacing Guide assumes a situation where the teacher has students set up in their account and students have access to their own devices in class. This situation allows teachers to assign work, differentiate assignments, and grade those assignments, all within *Nostra storia*. This situation also allows for teachers to move from projecting *Nostra storia* in class to having students log in. If you don't have student accounts, you can still follow much of the Pacing Guide, but you will have to modify some aspects of it.

1 Unit = ~4 Weeks, 50-Minute Classes, 5 Days a Week			
Week 1			
Monday			
Min	Section	Details	Device
10-15	<i>Racconto 1: Ho bisogno di una matita!</i> <b>Domande personali</b>	Open class by conducting a student interview using the <i>Nostra classe, nostra storia</i> routine. Choose one student—ideally one of your more outgoing students for this first time—and “interview” them, asking some of the questions from the chart. <u>Tip!</u> Set a timer. Start with 5 minutes. See how it goes. Since this will be your first time, you may want to tell students that their exit ticket will be to write down three things they learned about the presenting student. English responses are appropriate at this stage.	Project for class.
15	<i>Racconto 1: Ho bisogno di una matita!</i> <b>Vocabolario importante</b>	Introduce the <i>Vocabolario importante</i> for <i>Racconto 1: Ho bisogno di una matita!</i> There are directions for introducing the structures using TPR on the page.	Project for class.
25	<i>Racconto 1: Ho bisogno di una matita!</i> <b>Domande personali</b>	Next, do the PQA scripts with your students. Download the teacher version of the script and print it out—there are tips for you throughout.	Project for class.
10	<b>Exit Ticket</b>	At the end of class, have students fill out the Exit Ticket, <i>Biglietto di uscita - Persona speciale</i> , which can be found under Additional Resources in the Resource Library. <u>Tip!</u> You can use one of the other two <i>Biglietto di uscita</i>	Students complete exit ticket.

		templates in the Resource Library, but the <i>Persona speciale</i> template is relevant on those days when you begin class with the <i>Nostra classe, nostra storia</i> routine.	
<b>Tuesday</b>			
10-15	<i>Racconto 1: Ho bisogno di una matita!</i> <b>Domande personali</b>	Begin class continuing with the <i>Nostra classe, nostra storia</i> routine. Choose a different student from the day before. Don't worry about asking them all the questions. Gauge the student's willingness and ability and check comprehension with the class by circling the responses and asking either/or questions. English responses are appropriate at this stage. <u>Tip!</u> Set a timer. Start with 5 minutes. See how it goes. If the student you are interviewing is having a good time and the other students are engaged and listening, then keep going past 5 minutes. If the students seem less engaged and less interested, then move on.	Project for class.
5	<i>Racconto 1: Ho bisogno di una matita!</i> <b>Vocabolario importante</b>	Project the <i>Vocabolario importante</i> and reestablish meaning. <u>Tip!</u> You could use some of the questions from the PQAs from the day before, reviewing what you did, and reestablishing the meaning of the structures.	Project for class.
15	<i>Racconto 1: Ho bisogno di una matita!</i> <b>Ho bisogno di una matita!</b>	Project the first story, <i>Ho bisogno di una matita!</i> Make sure the structures and their definitions are visible for students to see. Then read the story out loud, stopping after every sentence or two and asking comprehension questions, ensuring that students are following along.	Project for class.
5	<i>Racconto 1: Ho bisogno di una matita!</i> <b>Ho bisogno di una matita!</b>	When you are done reading the story, play the native speaker audio of the story. Follow up with some additional comprehension questions (even repeated questions from when you were reading the story, but directed toward your quieter kids).	Project for class.
15	<i>Racconto 1: Ho bisogno di una matita!</i> <b>Attività 1: Risposta multipla</b> <b>Attività 2: Vero o falso?</b>	Have students pair up or work individually and complete <i>Attività 1</i> and <i>2</i> . If time allows, review the activities as a class.	Assign beforehand. Students log in and go to pages.
-	<b>Exit Ticket</b>	At the end of class, have students fill out the Exit Ticket, <i>Biglietto di uscita - Persona speciale</i> , which can be found under Additional Resources in the Resource Library. <u>Tip!</u> You can use one of the other two <i>Biglietto di uscita</i> templates in the Resource Library, but the <i>Persona speciale</i> template is relevant on those days when you begin class with the <i>Nostra classe, nostra storia</i> routine.	Students complete exit ticket.
<b>Wednesday</b>			
10-15	<i>Racconto 1: Ho bisogno di una matita!</i>	Begin class continuing with the <i>Nostra classe, nostra storia</i> routine. Choose a different student from the day before. Don't worry about asking them all the questions. Gauge the student's	Project for class.

	<b>Domande personali</b>	willingness and ability and check comprehension with the class by circling the responses and asking either/or questions. English responses are appropriate at this stage. <u>Tip!</u> Set a timer. Start with 5 minutes. See how it goes. If the student you are interviewing is having a good time and the other students are engaged and listening, then keep going past 5 minutes. If the students seem less engaged and less interested, then move on.	
10	<i>Racconto 1: Ho bisogno di una matita!</i> <b>Attività 1: Risposta multipla</b> <b>Attività 2: Vero o falso?</b>	Review <i>Attività 1</i> and 2 in class and, in so doing, remind students about the story and reestablish the meaning of the structures.	Project for class. Students log in and go to pages.
10	<i>Racconto 1: Ho bisogno di una matita!</i> <b>Attività 3: Rispondi alle domande</b>	Have students do <i>Attività 3</i> . If time allows, review the answers to <i>Attività 3</i> as a class.	Assign the page beforehand. Students log in and go to page.
20	<i>Racconto 1: Ho bisogno di una matita!</i>	Once the students finish, print out a blank comic strip from Additional Resources and have them illustrate and caption the story.	Hand out the blank comic strips.
-	<b>Exit Ticket</b>	At the end of class, have students fill out the Exit Ticket, <i>Biglietto di uscita - Persona speciale</i> , which can be found under Additional Resources in the Resource Library. <u>Tip!</u> You can use one of the other two <i>Biglietto di uscita</i> templates in the Resource Library, but the <i>Persona speciale</i> template is relevant on those days when you begin class with the <i>Nostra classe, nostra storia</i> routine.	Students complete exit ticket.
<b>Thursday</b>			
5	Interpretive Reading: <i>La Croce Rossa Italiana</i>	Introduce the Can-Do for Interpretive Reading: <i>La Croce Rossa Italiana</i> at the beginning of class. Write it on the board, project it, or display it on the day's agenda. <b>I can understand an article about school supplies.</b>	
10	Interpretive Reading: <i>La Croce Rossa Italiana</i>	Look over the images and article for Interpretive Reading: <i>La Croce Rossa Italiana</i> together as a class. If you see fit, review the structures for <i>Racconto 1</i> to refresh students' memory and prepare them for the Interpretive Reading activities.	Project for class.
25	Interpretive Reading: <i>La Croce Rossa Italiana</i>	Complete the activities for Interpretive Reading: <i>La Croce Rossa Italiana</i> as a class or assign students partnerwork.	Assign the page beforehand. Students log in and go to page.
15	<i>Nota di grammatica: un/una vs. il/la</i>	Project the grammar note and review the grammar concept as a class. Have a few props handy, such as a pencil, notebook, glue, stapler, etc. Ask questions like <i>È una matita?... È un libro?...</i>	Project for class.

-	<b>Exit Ticket</b>	Have students click on the Can-Do and self-assess. <u>Tip!</u> In addition to clicking on the Can-Do and self-assessing, you may also want to use one of the other <i>Biglietto di uscita</i> templates in the Resource Library, which you would need to print out in advance. The <i>Aggiornamento di stato</i> template prompts students to give a status update, like they would on a social media site, and the <i>Oggi è</i> template prompts students to write down what they learned on this day.	
<b>Friday</b>			
10-15	<i>Racconto 2: Il messaggio di Alessia</i> <b>Domande personali</b>	Begin class continuing with the <i>Nostra classe, nostra storia</i> routine, but choose a different student than before to interview.	Project for class.
15	<i>Racconto 2: Il messaggio di Alessia</i> <b>Vocabolario importante</b>	Introduce the <i>Vocabolario importante</i> for <i>Racconto 2</i> —project it on the board and associate a gesture for each structure. There are ideas for these gestures on this page in <i>Nostra storia</i> .	Project for class.
25	<i>Racconto 2: Il messaggio di Alessia</i> <b>Story Script</b>	Next, ask a story with your students using the story script. There are tips and recommendations for successfully asking a story on the page in <i>Nostra storia</i> . <u>Tip!</u> For each <i>racconto</i> , you can choose to do either the PQAs or class story. You could also do both! However, we have found that teachers who enjoy talking to their students and getting to know them do well with the PQAs. It's what they're naturally doing anyhow! Teachers who like to perform in front of the class, are often exaggerated and silly, and have a penchant toward storytelling do well with the class stories, because those fit their style. Of course, it is up to you! Best would be to try both approaches and then continue with the one approach that you feel most comfortable with and that the students respond best to.	Project for class.
-	<b>Exit Ticket</b>	At the end of class, have students fill out the Exit Ticket, <i>Biglietto di uscita - Persona speciale</i> , which can be found under Additional Resources in the Resource Library. <u>Tip!</u> You can use one of the other two <i>Biglietto di uscita</i> templates in the Resource Library, but the <i>Persona speciale</i> template is relevant on those days when you begin class with the <i>Nostra storia, nostra classe</i> routine.	Students complete exit ticket.

1 Unit = ~4 Weeks, 50-Minute Classes, 5 Days a Week			
Week 2			
Monday			
10-15	<i>Racconto 2: Il messaggio di Alessia</i> <b>Domande personali</b>	Begin class continuing with the <i>Nostra classe, nostra storia</i> routine, but choose a different student than before to interview.	Project for class.

5	<i>Racconto 2: Il messaggio di Alessia</i> <b>Vocabolario importante</b>	Review the <i>Vocabolario importante</i> for <i>Racconto 2</i> .	Project for class.
15	<i>Racconto 2: Il messaggio di Alessia</i> <b>Il messaggio di Alessia</b>	First, play the native speaker audio for <i>Il messaggio di Alessia</i> for students while projecting the page so students can see the structures and story. Next, read <i>Il messaggio di Alessia</i> , pausing and asking yes/no, true/false, and other simple comprehension questions to your students. <u>Tip!</u> Compare your students with the students in the story. You may get some laughs.	Project for class.
15	<i>Racconto 2: Il messaggio di Alessia</i> <b>Attività 1: Risposta multipla</b> <b>Attività 2: Finisci le frasi</b>	Have students pair up or work individually and complete <i>Attività 1</i> and <i>2</i> . Review the activities as a class.	Assign beforehand. Students log in and go to pages.
5	<i>Racconto 2: Il messaggio di Alessia</i> <b>Attività 3: Metti gli eventi nell'ordine corretto</b>	Once everyone is done with <i>Attività 1</i> and <i>2</i> and you reviewed their work as a class, have students work on <i>Attività 3</i> on their own.	Assign beforehand. Students log in and go to page.
-	<b>Exit Ticket</b>	At the end of class, have students fill out the Exit Ticket, <i>Biglietto di uscita - Persona speciale</i> , which can be found under Additional Resources in the Resource Library. <u>Tip!</u> You can use one of the other two <i>Biglietto di uscita</i> templates in the Resource Library, but the <i>Persona speciale</i> template is relevant on those days when you begin class with the <i>Nostra storia, nostra classe</i> routine.	Students complete exit ticket.
<b>Tuesday</b>			
10-15	<i>Racconto 2: Il messaggio di Alessia</i> <b>Domande personali</b>	Begin class continuing with the <i>Nostra classe, nostra storia</i> routine, but choose a different student than before to interview.	Project for class.
5	Interpersonal Writing: <i>Una conversazione con Marco</i>	Introduce the Can-Do for Interpersonal Writing: <i>Una conversazione con Marco</i> at the beginning of class. Write it on the board, project it, or display it on the day's agenda. <b>I can communicate basic information about school supplies and my classes to another student.</b>	Project for class.
25	Interpersonal Writing: <i>Una conversazione con Marco</i>	Have students complete the activity for Interpersonal Writing: <i>Una conversazione con Marco</i> . Afterwards, review students' answers together as a class.	Assign beforehand. Students log in and go to

			pages.
10	<i>Racconto 2: Il messaggio di Alessia</i> <b>Attenzione! Maschile e femminile</b>	Spend a few minutes reviewing the grammar concept introduced in <i>Il messaggio di Alessia - maschile e femminile</i> . We recommend preparing your own activities to test students' understanding of this grammar concept. Maybe assign a short quiz or a few exercises for homework.	Project for class. Hand out accompanying activities if necessary.
-	<b>Exit Ticket</b>	At the end of class, have students fill out the Exit Ticket, <i>Biglietto di uscita - Persona speciale</i> , which can be found under Additional Resources in the Resource Library. <u>Tip!</u> You can use one of the other two <i>Biglietto di uscita</i> templates in the Resource Library, but the <i>Persona speciale</i> template is relevant on those days when you begin class with the <i>Nostra storia, nostra classe</i> routine.	Students complete exit ticket.
<b>Wednesday</b>			
10-15	<i>Racconto 2: Il messaggio di Alessia</i> <b>Domande personali</b>	Begin class continuing with the <i>Nostra classe, nostra storia</i> routine, but choose a different student than before to interview.	Project for class.
15	<i>Racconto 2: Il messaggio di Alessia</i> <b>Il messaggio di Alessia</b>	Review <i>Il messaggio di Alessia</i> as a class. Print out the 4-Panel Blank Comic in Additional Resources in the Resource Library. Have students illustrate and caption the story.	Project for class. Print off blank comic
15	<i>Ancora! Ancora! Il mondo attraverso le foto: La biblioteca</i>	Project the image in class and talk about it/describe it to your students using some of the structures from the <i>Il messaggio di Alessia</i> story.  Have students log in and complete the activity.	Project for class. Assign beforehand. Students log in and go to pages.
10	<i>Racconto 1: Ho bisogno di una matita!</i> <b>Vocabolario importante</b> <i>Racconto 2: Il messaggio di Alessia</i> <b>Vocabolario importante</b>	Wrap up class by reviewing <i>Vocabolario importante</i> from <i>racconti 1</i> and <i>2</i> as well as answering any grammar or comprehension questions from students.	Project for class.
-	<b>Exit Ticket</b>	At the end of class, have students fill out the Exit Ticket, <i>Biglietto di uscita - Persona speciale</i> , which can be found under Additional Resources in the Resource Library. <u>Tip!</u> You can use one of the other two <i>Biglietto di uscita</i> templates in the Resource Library, but the <i>Persona speciale</i> template is relevant on those days when you begin class with the <i>Nostra storia, nostra classe</i> routine.	Students complete exit ticket.
<b>Thursday</b>			
5	<i>Racconto 3:</i>	Introduce the Can-Do at the beginning of class. Write it on the	Project for

	<i>Una scuola molto strana</i> <b>Attività 1: Vero o falso?</b>	board, project it, or display it on the day's agenda. <b>I can read a story about a new student.</b>	class.
10-15	<i>Racconto 3: Una scuola molto strana</i> <b>Domande personali</b>	Begin class continuing with the <i>Nostra classe, nostra storia</i> routine, but choose a different student than before to interview.	Project for class.
10	<i>Racconto 3: Una scuola molto strana</i> <b>Vocabolario importante</b>	Review the <i>Vocabolario importante</i> for <i>Racconto 3</i> .	Project for class.
15	<i>Racconto 3: Una scuola molto strana</i>	Take this opportunity to do a Story Script with your class that you've put together. We've provided examples of Story Scripts in the first two stories of this Unit in the curriculum framework. Create your own personal Story Script for your class and have fun putting together a unique and entertaining story!	Project for class.
15	<i>Racconto 3: Una scuola molto strana</i> <i>Una scuola molto strana</i>	Now, read the story with them. Read it multiple times... <ul style="list-style-type: none"> <li>- First read it without anything projected, pausing and asking simple questions along the way.</li> <li>- Then, read it again with the illustrations projected. Pause and ask simple questions as you read it, referring to the illustrations.</li> <li>- You may want to act out some of the story, having various students "play" the different characters.</li> </ul>	Project for class.
-	<b>Exit Ticket</b>	At the end of class, have students fill out the Exit Ticket, <i>Biglietto di uscita - Persona speciale</i> , which can be found under Additional Resources in the Resource Library.	Students complete exit ticket.
<b>Friday</b>			
10-15	<i>Racconto 3: Una scuola molto strana</i> <b>Attività 1: Vero o falso?</b> <b>Attività 2: Descrivi la foto</b>	Begin class by warming-up with <i>Attività 1</i> and <i>2</i> for <i>Racconto 3</i> . You can complete these activities as a class or have students work in pairs.	Project for class. Assign beforehand. Students log in and go to pages.
10	<i>Racconto 3: Una scuola molto strana</i> <b>Nota di grammatica: La coniugazione del presente dell'indicativo</b>	Project the grammar note, review the concept as a class, and then have students complete the short accompanying activity independently. Review answers if time permits.	Project for class. Assign beforehand. Students log in and go to pages.
10	<i>Racconto 3: Una scuola</i>	Have students complete <i>Attività 3: Rispondi alle domande</i> . Go over the activity as a class and have students practice reading	Project for class. Assign

	<i>molto strana</i> <b>Attività 3:</b> <b>Rispondi alle domande</b>	the questions and answers out loud to the class.	beforehand. Students log in and go to pages.
15	<i>Racconto 3:</i> <i>Una scuola molto strana</i> <b>Presentational Speaking: Il primo giorno delle lezioni</b>	Introduce the Can-Do for this activity. <b>I can say hello to my teacher and introduce myself.</b> Have students complete the Presentational Speaking activity.	Assign beforehand. Students log in and go to pages.
-	<b>Exit Ticket</b>	At the end of class, have students fill out the Exit Ticket, <i>Biglietto di uscita - Oggi è</i> , which can be found under Additional Resources in the Resource Library.	Students complete exit ticket.

1 Unit = ~4 Weeks, 50-Minute Classes, 5 Days a Week			
Week 3			
Monday			
10-15	<i>Racconto 4:</i> <i>Mamma mia, ho un test!</i> <b>Domande personali</b>	Begin class continuing with the <i>Nostra classe, nostra storia</i> routine, but choose a different student than before to interview.	Project for class.
10	<i>Racconto 4:</i> <i>Mamma mia, ho un test!</i> <b>Vocabolario importante</b>	Introduce the <i>Vocabolario importante</i> for <i>Racconto 4</i> —project it on the board and associate a gesture for each structure. There are ideas for these gestures on this page in <i>Nostra storia</i> .	Project for class.
20	<i>Racconto 4:</i> <i>Mamma mia, ho un test!</i> <b>Domande personali</b>	Next, do the PQA scripts with your students. Download the scripts and print them out—there are tips for you throughout.	Project for class.
15	<i>Racconto 4:</i> <i>Mamma mia, ho un test!</i> <b>Mamma mia, ho un test!</b>	Now, read the story with them. Read it multiple times... <ul style="list-style-type: none"> <li>- First read it without anything projected, pausing and asking simple questions along the way.</li> <li>- Then, read it again with the illustrations projected. Pause and ask simple questions as you read it, referring to the illustrations.</li> <li>- You may want to act out some of the story, having various students “play” the different characters.</li> </ul>	Project for class.
-	<b>Exit Ticket</b>	At the end of class, have students fill out the Exit Ticket, <i>Biglietto di uscita - Persona speciale</i> , which can be found under Additional Resources in the Resource Library.	Students complete exit ticket.
Tuesday			
10-15	<i>Racconto 4:</i> <i>Mamma mia, ho un test!</i>	Begin class continuing with the <i>Nostra classe, nostra storia</i> routine, but choose a different student than before to interview.	Project for class.

	<i>un test!</i> <b>Domande personali</b>		
20	<i>Racconto 4: Mamma mia, ho un test!</i> <b>Mamma mia, ho un test!</b>	Print out the illustrations or project them on the board, and have students copy the parts of the story that match each illustration. When they're done, review the story with them—retell it while looking at the illustrations.	Project for class and have students log in. They will need paper too.
20	<i>Racconto 4: Mamma mia, ho un test!</i> <b>Attività 1: Risposta multipla</b> <b>Attività 2: Vero o falso?</b>	Have students complete <i>Attività 1</i> and 2 on their own. Then go over them as a class.	Assign beforehand. Students log in and go to pages.
-	<b>Exit Ticket</b>	At the end of class, have students fill out the Exit Ticket, <i>Biglietto di uscita - Persona speciale</i> , which can be found under Additional Resources in the Resource Library.	Students complete exit ticket.
<b>Wednesday</b>			
10-15	<i>Racconto 4: Mamma mia, ho un test!</i> <b>Domande personali</b>	Begin class continuing with the <i>Nostra classe, nostra storia</i> routine, but choose a different student than before to interview OR work on PQAs using the structures for <i>Racconto 4. Nostra storia 1</i> provides PQA scripts in the first two <i>racconti</i> of each unit. Utilize these examples as templates to create your own fun PQA scripts for your class.	Project for class.
10	<i>Racconto 4: Mamma mia, ho un test!</i> <b>Attività 3: Metti gli eventi nell'ordine corretto</b>	Play the audio for <i>Racconto 4: Mamma mia, ho un test!</i> as a quick refresher of the story. Next, have students work on <i>Attività 3</i> on their own and review the answers as a class.	Project for class. Assign beforehand. Students log in and go to pages.
10-15	<i>Racconto 4: Mamma mia, ho un test!</i> <b>Presentational Writing: Le mie lezioni</b>	Go to the Presentational Writing exercise in <i>Racconto 4</i> and have students complete the assignment independently. Introduce the Can-Do statement before beginning the assignment. <b>I can list my schedule of classes.</b>	Project for class. Assign beforehand. Students log in and go to pages.
10-15	<i>Racconto 4: Mamma mia, ho un test!</i> <b>Interpersonal Speaking: Un test di matematica</b>	Go to the Interpersonal Speaking exercise in <i>Racconto 4</i> and have students complete the assignment independently. If the class period runs a bit longer than expected, assign this activity as homework. Introduce the Can-Do statement before beginning the assignment. <b>I can talk about taking a test.</b>	Project for class. Assign beforehand. Students log in and go to pages.
-	<b>Exit Ticket</b>	At the end of class, have students fill out the Exit Ticket,	Students

		<i>Biglietto di uscita - aggiornamento di stato</i> , which can be found under Additional Resources in the Resource Library.	complete exit ticket.
<b>Thursday</b>			
5	<i>Ancora! Ancora! Interviste Maria</i>	Introduce the Can-Do at the beginning of class. Write it on the board, project it for the class, or display it on the day's agenda. <b>I can understand some of what a person says about themselves.</b>	
5	<i>Ancora! Ancora! Interviste Maria</i>	Play the interview for the class. Ask a question or two to get a sense of how well they understood it. Maybe ask in English what was challenging about hearing it. Note that this might be one of the first times they're hearing a speaker speak quickly (or normally) in Italian.	Project for class.
5	<i>Ancora! Ancora! Interviste Maria</i>	Play the video again, but this time project the transcript so they can follow along with it. Pause three or four times to ask comprehension questions. <u>Tip!</u> You may even ask some of the comprehension questions they're about to answer.	Project for class.
15	<i>Ancora! Ancora! Interviste Maria</i>	Now have students log in and do the comprehension questions and fill-in-the-blank section either in pairs or on their own. Spend a few minutes reviewing as a class.	Project for class and assign beforehand. Students log in and go to page.
10	<i>Ancora! Ancora! Interviste Maria</i>	Let them complete the writing section on their own. Walk around the class and be available to give them guidance as necessary.	Assign beforehand. Students log in and go to page.
10		Have students practice presenting themselves to the class and talking about themselves in Italian. Maybe begin with one of your more outgoing and confident students for this activity. Encourage students to share as much as possible.	
-	<b>Exit Ticket</b>	Have students click on the Can-Dos and self-assess.	
<b>Friday</b>			
10-15	<i>Storia: Un'invasione al liceo scientifico!</i>	Begin class continuing with the <i>Nostra classe, nostra storia</i> routine, but choose a different student than before to interview.	Project for class.
5	<i>Storia: Un'invasione al liceo scientifico! Un'invasione al liceo scientifico!</i>	Introduce the <i>Vocabolario importante</i> for the <i>Storia</i> —project it on the board and associate a gesture for each structure.	Project for class.
25	<i>Storia: Un'invasione al liceo scientifico!</i>	Next, ask a story with your students using your own personalized story script. Remember that we have Story Script examples in the first two <i>racconti</i> in Unit 1 of this curriculum framework. Use those pre-made scripts as a template for creating your own.	Project for class.
10	<i>Storia:</i>	If time allows, play the audio of the story <i>Un'invasione al liceo</i>	Project for

	<i>Un'invasione al liceo scientifico!</i> <b>Un'invasione al liceo scientifico!</b>	<i>scientifico!</i> and ask some questions about it afterward.	class.
-	<b>Exit Ticket</b>	At the end of class, have students fill out the Exit Ticket, <i>Biglietto di uscita - Persona speciale</i> , which can be found under Additional Resources in the Resource Library.	Students complete exit ticket.

1 Unit = ~4 Weeks, 50-Minute Classes, 5 Days a Week			
Week 4			
Monday			
10-15	<i>Storia:</i> <i>Un'invasione al liceo scientifico!</i>	Begin class continuing with the <i>Nostra classe, nostra storia</i> routine, but choose a different student than before to interview.	Project for class.
20	<i>Storia:</i> <i>Un'invasione al liceo scientifico!</i> <b>Un'invasione al liceo scientifico!</b>	Begin class by reading the story, pausing a few times to check for comprehension.	Project for class.
20	<i>Storia:</i> <i>Un'invasione al liceo scientifico!</i> <b>Attività 1:</b> <b>Quale risposta è corretta?</b> <b>Attività 2:</b> <b>Raccontami cosa succede</b>	Have students log in and complete <i>Attività 1</i> and <i>2</i> on their own. Time permitting, review the answers as a class.	Assign beforehand. Students log in and go to pages.
-	<b>Exit Ticket</b>	At the end of class, have students fill out the Exit Ticket, <i>Biglietto di uscita - Persona speciale</i> , which can be found under Additional Resources in the Resource Library.	Students complete exit ticket.
Tuesday			
10-15	<i>Storia:</i> <i>Un'invasione al liceo scientifico!</i>	Begin class continuing with the <i>Nostra classe, nostra storia</i> routine, but choose a different student than before to interview.	Project for class.
10-15	<i>Storia:</i> <i>Un'invasione al liceo scientifico!</i> <b>Attività 3:</b> <b>Ascolta e rispondi</b>	Have students complete <i>Attività 3</i> independently.	Assign beforehand. Students log in and go to page.
5-10	<i>Storia:</i> <i>Un'invasione al liceo scientifico!</i> <b>Interpretive Listening: Le materie più</b>	Watch the video for Interpretive Listening: <i>Le materie più amate e odiate dagli studenti</i> as a class. Ask a few comprehension questions to gauge how well the students understood the video.	Project for class.

	<i>amate e odiate dagli studenti</i>		
20-25	Storia: <i>Un'invasione al liceo scientifico!</i> <b>Interpretive Listening: Le materie più amate e odiate dagli studenti</b>	Have the students complete the accompanying activities for the Interpretive Listening task. Time permitting, review the answers as a class.	Assign beforehand. Students log in and go to page.
-	<b>Exit Ticket</b>	Have students click on the Can-Do and self-assess.	
<b>Wednesday</b>			
15-20	Storia: <i>Un'invasione al liceo scientifico!</i> <i>Un'invasione al liceo scientifico!</i>	Begin class by having students illustrate and caption the story using the 4-Panel Blank Comic in the Additional Resources in the Resource Library.	Print off blank comic.
5	<i>Ancora!</i> <i>Ancora!</i> <i>Interviste Christine</i>	Introduce the Can-Do before starting the video. <b>I can understand some of what a person says about where they live.</b> Play the interview for the class. Ask a question or two to get a sense of how well they understood it. Maybe ask in English what was challenging about hearing it. Note that this might be one of the first times they're hearing a speaker speak quickly (or normally) in Italian.	Project for class.
5	<i>Ancora!</i> <i>Ancora!</i> <i>Interviste Christine</i>	Play the video again, but this time project the transcript so they can follow along with it. Pause three or four times to ask comprehension questions. <u>Tip!</u> You may even ask some of the comprehension questions they're about to answer.	Project for class.
15	<i>Ancora!</i> <i>Ancora!</i> <i>Interviste Christine</i>	Now have students log in and do the comprehension questions and fill-in-the-blank section either in pairs or on their own. Spend a few minutes reviewing as a class.	Assign beforehand. Students log in and go to page.
10	<i>Ancora!</i> <i>Ancora!</i> <i>Interviste Christine</i>	Let them complete the writing section on their own. Walk around the class and be available to give them guidance as necessary.	
-	<b>Exit Ticket</b>	At the end of class, have students fill out the Exit Ticket, <i>Biglietto di uscita - aggiornamento di stato</i> , which can be found under Additional Resources in the Resource Library.	Students complete exit ticket.
<b>Thursday</b>			
5	<i>Ancora!</i> <i>Ancora!</i> <i>Il mondo attraverso le foto: Il Liceo Classico</i>	Introduce the Can-Dos at the beginning of class. Write them on the board, project them for the class, or display them on the day's agenda. <b>I can talk about my school.</b> <b>I can compare my school to a typical school in Italy.</b> <b>I can write about a panorama of an Italian university.</b>	

	<i>Cevolani Cento</i> <i>Panorama:</i> <i>L'Università di Padova</i>		
15-20	<i>Ancora!</i> <i>Ancora!</i> <i>Il mondo attraverso le foto: Il Liceo Classico Cevolani Cento</i>	Spend a few minutes talking about the photograph and reading the descriptions, and then have students complete the interpersonal speaking task individually.	Assign beforehand. Students log in and go to page.
15-20	<i>Ancora!</i> <i>Ancora!</i> <i>Panorama:</i> <i>L'Università di Padova</i>	Spend a few minutes talking about the panorama. Have students complete the writing exercise individually. Review students' answers together as a class.	Project for class. Assign beforehand. Students log in and go to page.
10	<b>Exit Ticket</b>	Have students complete the Can-Do Checklist.	Students log in and go to page.
<b>Friday</b>			
10-15	End-of-Unit Review and Assessment: <b>Total Structures</b>	Begin class by reviewing the structures from Unit 1. Have students practice their pronunciation by reading aloud.	Project for class.
30	End-of-Unit Review and Assessment: <i>La mia storia!</i> <i>Raccontaci una storia originale</i>	Have students create their own story using the target structures. You may wish to assign either writing or telling their original story, or both.	Assign beforehand. Have students log in and go to page(s).
10		When students finish creating their original story, have them illustrate their story using a 4-Panel Blank Comic page (which you would need to print off beforehand) or play games in the Voces Game Center.	
-	<b>Exit Ticket</b>	Have students click on the Can-Dos and self-assess.	

<b>Monday</b> <b>Final Unit Assessment</b>			
5	Integrated Performance Assessment <b>Interpretive Reading</b>	Introduce the Can-Dos at the beginning of class. Write them on the board, project them, or display them on the day's agenda. <b>I can compare a typical class schedule from Italy with one from my culture.</b>	Project for class.

		<b>I can read, identify, and understand many words in an Italian class schedule.</b>	
5	Integrated Performance Assessment <b>Context</b>	Read the context and look at the pictures as a class. <u>Tip!</u> Remind students that this assignment is a formal assessment and they will be working independently.	Project for class.
40	Integrated Performance Assessment <b>Interpretive Reading</b>	Assign the tasks ahead of time. Set the assignment so that students can't submit more than 2-3 times and can't leave the page once they begin.	Assign beforehand. Have students log in and go to pages.
-	<b>Exit Ticket</b>	Have students click on the Can-Dos and self-assess.	
<b>Tuesday Final Unit Assessment</b>			
5	Integrated Performance Assessment <b>Interpersonal Speaking Presentational Writing</b>	Introduce the Can-Dos at the beginning of class. Write them on the board, project them, or display them on the day's agenda. <b>I can have a conversation that will help me get to know a new friend.</b> <b>I can write an essay describing my classes.</b>	Project for class.
45	Integrated Performance Assessment <b>Interpersonal Speaking Presentational Writing</b>	Assign the tasks ahead of time. Set the assignment so that students can't submit more than 2-3 times and can't leave the page once they begin.	Assign beforehand. Have students log in and go to pages.
-	<b>Exit Ticket</b>	Have students click on the Can-Dos and self-assess.	

Here's a list of Unit 1 Can-Dos, if you choose to follow the Pacing Guide.

### **Unit 1 Can-Dos**

#### **Interpretive Reading**

I can read a story about a student in Italy.

I can read a story about a new student.

I can read, identify, and understand many words in an Italian class schedule.

I can read a story about school supplies.

I can read a story about a test.

I can read a story about a student in Torino.

I can understand an article about school supplies.

#### **Interpretive Listening**

I can understand some of what a person says about themselves.

I can understand some of what a person says about where they live.

I can understand most of what Italian students say about their most popular and unpopular classes.

**Interpersonal Speaking**

I can talk about my school.

I can talk about a photo.

I can have a conversation that will help me get to know a new friend.

I can talk about taking a test.

**Interpersonal Writing**

I can respond appropriately to questions about a story.

I can communicate basic information about school supplies and my classes to another student.

**Presentational Speaking**

I can tell a story about an alien invasion at a school.

I can say hello to my teacher and introduce myself.

I can tell an original story.

**Presentational Writing**

I can write an email describing my classes.

I can write about a panorama of an Italian university.

I can write brief descriptions of story illustrations.

I can list my schedule of classes.

I can write an original story.

**Intercultural Competencies**

I can compare a typical class schedule from Italy with one from my culture.

I can compare my school to a typical school in Italy.

I can use the Italian language both within and beyond my classroom to interact and collaborate in my community and the globalized world.