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

Overview of *Nostra storia 3*

Each unit in *Nostra storia 3* 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 3 include:

- **Stories:** Each *racconto* (short story) targets four to six structures in a compelling and comprehensible way, and includes audio 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 in the first *racconto* of Unit 1 and Unit 2)
- **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 speaking and writing tasks draw from and expand on what students were exposed to in story sections and prepare students for the Integrated Performance Assessment (IPA) at the end of Unit 1. These tasks provided in Unit 1 are designed to act as templates that teachers can use to create their own tasks and assessments in later units
- **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:
  - *Il mondo attraverso le foto* that present photos with AP-style simulated conversations, where students record themselves after listening to a native speaker.
  - *Interviste* that present the perspectives and experiences of native speakers from around the Italian-speaking world.
  - *Panorami* that virtually transport students to a place in one of the countries where they can see, think, and wonder at their proficiency level.
- **Interactive Can-Do Statements:** Students self-assess their performance on communicative tasks with an integrated, clickable Can-Do statement. Both students and teachers 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.

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.

<u>**Sample Pacing for *Unità 1***</u>

Below, you will find one option for pacing the material in *Unità 1* in *Nostra storia 3*. 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* is a curriculum framework and is therefore intended to be customized and edited to suit your and your students' needs. *Nostra storia 3* 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.

Things to Consider

We recommend creating a **class routine** by opening your class with the day, date, etc.; introducing your daily objectives using the included Can-Do goal 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, to log into *Nostra storia* and play games. Learn more about the Voces Game Center here.

As you look over this Pacing Guide, keep in mind that our pacing and timing is **approximate**. You may find yourself moving faster or slower, depending. Take the time to discover your "flow."

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, incorporating a FVR routine in your class schedule, or even spending a few weeks mid-way in the year to read 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). You can also skip some of the review materials—for instance, the *Storia* which revisits already learned material. 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.

A Note on Technology

This pacing guide was written under the assumption that students have their own devices and can connect to the internet. We also highly recommend that students have access to headphones or earbuds, since many of the activities include audio and it would get very loud if all students were listening to different audio recordings at once. Similarly, students' devices should come equipped with a microphone so that students can record their voices.

1 Unit = ~4 Weeks, 50-Minute Classes, 5 Days a Week			

**1 Unit = ~4 Weeks, 50-Minute Classes, 5 Days a Week**
Week 1
Monday

Min	Section	Details	Device
10-15	*Racconto 1: In cerca d'ispirazione* **Domande personali**	Open class by conducting a student interview using the *Nostra classe, nostra storia* routine (which is on the *Domande personali* page, at the bottom). Choose one student—ideally, one of your better, more outgoing students for this first time— and "interview" them, asking some of the questions on the list. **Tip!** Set a timer. Start with five 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 that student.	Project for class.
15	*Racconto 1: In cerca d'ispirazione* **Vocabolario importante**	Introduce the *Vocabolario importante* for *Racconto 1: In cerca d'ispirazione*. You may want to create a gesture or action for each phrase, or you can simply read the Italian and English and give some synonyms or other contextualized meaning.	Project for class.
25	*Racconto 1: In cerca d'ispirazione* **Domande personali**	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.
-	**Exit Ticket**	Have students complete the *Biglietto di uscita - Persona speciale*, which you can find in the Resource Library under Additional Resources.	Students complete exit ticket.
**Tuesday**			

10-15	*Racconto 1: In cerca d'ispirazione* **Domande personali**	Open class by conducting a student interview using the *Nostra classe, nostra storia* routine (which is on the *Domande personali* page, at the bottom). 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 the class's comprehension by circling the responses and asking either/or questions. Some English responses are appropriate at this stage. **Tip!** Set a timer. Start with five 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 five minutes. If the students seem less engaged and less interested, then move on.	Project for class.
20-25	*Racconto 1: In cerca d'ispirazione* **Story Script**	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 *Nostra storia*. **Tip!** For each *racconto*, 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.
-		Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day's agenda. **I can read a story about street art and graffiti.**	
5	*Racconto 1: In cerca d'ispirazione* **Vocabolario importante**	Project the *Vocabolario importante* and reestablish meaning. **Tip!** 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	*Racconto 1: In cerca d'ispirazione* **In cerca d'ispirazione**	Project the first story, *In cerca d'ispirazione*. 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.
-	**Exit Ticket(s)**	Have students click on the Can-Do and self-assess, and/or have students complete the *Biglietto di uscita - Persona speciale*, which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Wednesday			

10-15	*Racconto 1: In cerca d'ispirazione* **Domande personali**	Open class by conducting a student interview using the *Nostra classe, nostra storia* routine (which is on the *Domande personali* page, at the bottom). 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 the class's comprehension by circling the responses and asking either/or questions. English responses are appropriate at this stage.	Project for class.
5	*Racconto 1: In cerca d'ispirazione* **In cerca d'ispirazione**	Next, 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 now direct them at your quieter kids).	Project for class.
15	*Racconto 1: In cerca d'ispirazione* **Attività 1: Chi l'ha detto? Attività 2: Rispondi alle domande**	Have students pair up or work individually and complete *Attività 1* and *2*.	Assign beforehand. Students log in and go to the pages.
10	*Racconto 1: In cerca d'ispirazione* **Attività 1: Chi l'ha detto? Attività 2: Rispondi alle domande**	Review *Attività 1* 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 the pages.
10	*Racconto 1: In cerca d'ispirazione* **Attività 3: Approfondimento**	Have students do *Attività 3*. If time allows, review the answers to *Attività 3* as a class.	Assign the page beforehand. Students log in and go to page.
-	**Exit Ticket(s)**	Have students click on the Can-Do and self-assess, and/or have students complete the *Biglietto di uscita - Persona speciale* which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Thursday			
5	*Racconto 1: In cerca d'ispirazione* **Interpersonal Writing:** *Un progetto di arte*	Introduce the Can-Do for Interpersonal Writing: *Un progetto di arte* at the beginning of class. Write it on the board, project it, or display it on the day's agenda. **I can write to my friend about an art project.**	Project for class.

25	*Racconto 1: In cerca d'ispirazione* **Interpersonal Writing:** *Un progetto di arte*	Have students complete the activity for Interpersonal Writing: *Un progetto di arte*. Afterwards, review students' answers together as a class.	Assign beforehand. Students log in and go to pages.
15-20	*Racconto 1: In cerca d'ispirazione* **Presentational Writing:** *Esiste una differenza?*	Go to the Presentational Speaking exercise and have students complete the assignment independently. Introduce the Can-Do statement before beginning the assignment. **I can talk about the similarities and differences between classical art and street art.**	Project for class. Assign beforehand. Students log in and go to pages.
-	**Exit Ticket**	At the end of class, have students fill out the Exit Ticket, *Biglietto di uscita - aggiornamento di stato*, which can be found under Additional Resources in the Resource Library.	Students complete exit ticket.
Friday			
10-15	*Racconto 2: Il vetro di Murano* **Domande personali**	Open class by conducting a student interview using the *Nostra classe, nostra storia* routine (which is on the *Domande personali* page, at the bottom). 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 the class's comprehension by circling the responses and asking either/or questions. English responses are appropriate at this stage.	Project for class.
15	*Racconto 2: Il vetro di Murano* **Vocabolario importante**	Introduce the *Vocabolario importante* for *Racconto 2*—project it on the board and associate a gesture for each structure. There are ideas for these gestures on this page in *Nostra storia*.	Project for class.
25	*Racconto 2: Il vetro di Murano* **Story Script**	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.
-	**Exit Ticket**	At the end of class, have students fill out the Exit Ticket, *Biglietto di uscita - Persona speciale*, which can be found under Additional Resources in the Resource Library. **Tip!** You can use one of the other two *Biglietto di uscita* templates in the Resource Library, but the *Persona speciale* template is relevant on those days when you begin class with the *Nostra storia, nostra classe* routine.	Students complete exit ticket.

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

5	*Racconto 2: Il vetro di Murano* **Vocabolario importante**	Review the *Vocabolario importante* for *Racconto 2*.	Project for class.
15	*Racconto 2: Il vetro di Murano* **Il vetro di Murano**	First, play the native speaker audio for *Il vetro di Murano* for students while projecting the page so students can see the structures and story. Next, read *Il vetro di Murano*, pausing and asking yes/no, true/false, and other simple comprehension questions to your students.	Project for class.
15	*Racconto 2: Il vetro di Murano* **Attività 1: Da falso a vero Attività 2: Logico o illogico?**	Have students pair up or work individually and complete *Attività 1* and *2*. Review the activities as a class.	Assign beforehand. Students log in and go to the page.
5	*Racconto 2: Il vetro di Murano* **Attività 3: Le tue esperienze**	Once everyone is done with *Attività 1* and *2* and you reviewed their work as a class, have students work on *Attività 3* on their own.	
-	**Exit Ticket**	At the end of class, have students fill out the Exit Ticket, *Biglietto di uscita - Persona speciale*, which can be found under Additional Resources in the Resource Library. **Tip!** You can use one of the other two *Biglietto di uscita* templates in the Resource Library, but the *Persona speciale* template is relevant on those days when you begin class with the *Nostra storia, nostra classe* routine.	Students complete exit ticket.
Tuesday			
10-15	*Racconto 2: Il vetro di Murano* **Domande personali**	Begin class continuing with the *Nostra classe, nostra storia* routine, but choose a different student than before to interview.	Project for class.
15-20	*Racconto 2: Il vetro di Murano* **Nota di grammatica: Il presente, il passato e il futuro**	Go over the *Nota di grammatica* as a class about *Il presente, il passato e il futuro*. Complete the accompanying activity together or assign it as homework.	Project for class.
5	*Racconto 2: Il vetro di Murano* **Interpretive Reading: *La produzione del vetro***	Introduce the Can-Do for Interpretive Reading: *La produzione del vetro*. Write it on the board, project it, or display it on the day's agenda. **I can read about a glassmaking workshop in Murano.**	Project for class.

10	*Racconto 2: Il vetro di Murano* **Interpretive Reading: *La produzione del vetro***	Look over the images and article for Interpretive Reading: *La produzione del vetro* together as a class. If you see fit, review the structures for *Racconto 2* to refresh students' memory and prepare them for the Interpretive Reading activities.	Project for class.
25	*Racconto 2: Il vetro di Murano* **Interpretive Reading: *La produzione del vetro***	Complete the activities for Interpretive Reading: *La produzione del vetro* as a class or assign students partnerwork.	Assign the page beforehand. Students log in and go to page.
-	**Exit Ticket(s)**	Have students click on the Can-Do and self-assess. **Tip!** In addition to clicking on the Can-Do and self-assessing, you may also want to use one of the other *Biglietto di uscita* templates in the Resource Library, which you would need to print out in advance. The *Aggiornamento di stato* template prompts students to give a status update, like they would on a social media site, and the *Oggi è* template prompts students to write down what they learned on this day.	
Wednesday			
10-15	*Racconto 2: La produzione del vetro* **Domande personali**	Begin class continuing with the *Nostra classe, nostra storia* routine, but choose a different student than before to interview.	Project for class.
15	*Racconto 2: Il vetro di Murano* **Amici di penna**	Review *Il vetro di Murano* 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
5	*Racconto 2: Il vetro di Murano* **Presentational Writing: *Il ruolo dell'arte nella società***	Introduce the Can-Do for Presentational Writing: *Il ruolo dell'arte nella società*. Write it on the board, project it, or display it on the day's agenda. **I can write about the role of art in society.**	Project for class.

15-20	*Racconto 2: Il vetro di Murano* **Presentational Writing: *Il ruolo dell'arte nella società***	Have students complete the activity for Presentational Writing: *Il ruolo dell'arte nella società*. Afterwards, review students' answers together as a class.	Assign beforehand. Students log in and go to pages.
-	**Exit Ticket**	At the end of class, have students fill out the Exit Ticket, *Biglietto di uscita - Persona speciale*, which can be found under Additional Resources in the Resource Library. **Tip!** You can use one of the other two *Biglietto di uscita* templates in the Resource Library, but the *Persona speciale* template is relevant on those days when you begin class with the *Nostra storia, nostra classe* routine.	Students complete exit ticket.
Thursday			
10-15	*Racconto 3: Un eroe o un criminale* ***Domande personali***	Begin class continuing with the *Nostra classe, nostra storia* routine, but choose a different student than before to interview.	Project for class.
5	*Racconto 3: Un eroe o un criminale* ***Attività 1: Risposta multipla***	Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day's agenda. **I can read a story about an art thief.**	Project for class.
10	*Racconto 3: Un eroe o un criminale* ***Vocabolario importante***	Review the *Vocabolario importante* for *Racconto 3*.	Project for class.
15-20	*Racconto 3: Un eroe o un criminale* ***Nota di grammatica: I superlativi***	Go over the *Nota di grammatica* as a class about *I superlativi*. Complete the accompanying activity together and review the answers as a class.	Project for class. Assign beforehand. Students log in and go to pages.
5	*Racconto 3: Un eroe o un criminale* **Un eroe o un criminale**	If time allows, listen to the native speaker audio for *Racconto 3*.	
-	**Exit Ticket**	At the end of class, have students fill out the Exit Ticket, *Biglietto di uscita - Persona speciale*, which can be found under Additional Resources in the Resource Library.	Students complete exit ticket.
Friday			

15	*Racconto 3: Un eroe o un criminale* **Un eroe o un criminale**	Begin class by reading *Racconto 3* as a class, pausing and asking yes/no, true/false, and other simple comprehension questions to your students.	Project for class.
15-20	*Racconto 3: Un eroe o un criminale* **Attività 1: Risposta multipla** **Attività 2: Parla con il giudice**	Have students complete *Attività 1* and *2* for *Racconto 3*. 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.
20-25	*Racconto 3: Un eroe o un criminale* **Attività 3: Dammi una spiegazione**	Go over the correct responses for *Attività 1* and *2* as a class. Then, have students complete *Attività 3: Dammi una spiegazione*. Go over the activity as a class and have students practice reading the questions and answers out loud to the class.	Project for class. Assign beforehand. Students log in and go to pages.
-	**Exit Ticket(s)**	At the end of class, have students fill out the Exit Ticket, *Biglietto di uscita - Oggi è*, which can be found under Additional Resources in the Resource Library.	Students complete exit ticket.

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Week 3			
Monday			
5	*Racconto 3: Un eroe o un criminale* **Interpretive Listening:** *La Gioconda*	Go to the Interpretive Listening exercise in *Racconto 3* and introduce the Can-Do statement before beginning the assignment. **I can understand a video about the Mona Lisa.**	Project for class.
10-15	*Racconto 3: Un eroe o un criminale* **Interpretive Listening:** *La Gioconda*	Watch the video for Interpretive Listening: *La Gioconda* as a class. Ask a few comprehension questions to gauge how well the students understood the video.	Project for class.
25-30	*Racconto 3: Un eroe o un criminale* **Interpretive Listening:** *La Gioconda*	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 pages.
-	**Exit Ticket**	Have students click on the Can-Do and self-assess.	
Tuesday			

5	*Ancora! Ancora! Intervista: Ivana*	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. **I can understand someone when they talk about the historic and artistic aspects of their city.**	Project for class.
5	*Ancora! Ancora! Intervista: Ivana*	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.	Project for class.
5-10	*Ancora! Ancora! Intervista: Ivana*	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. **Tip!** You may even ask some of the comprehension questions they're about to answer.	Project for class.
10-15	*Ancora! Ancora! Intervista: Ivana*	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 the page.
10	*Ancora! Ancora! Intervista: Ivana*	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 the 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.	
-	**Exit Ticket**	Have students click on the Can-Do and self-assess.	
Wednesday			
10-15	*Storia: La fuga di Michelangelo*	Begin class continuing with the *Nostra classe, nostra storia* routine, but choose a different student than before to interview.	Project for class.
5	*Storia: La fuga di Michelangelo* **La fuga di Michelangelo**	Introduce the *Vocabolario importante* for the *Storia*—project it on the board and associate a gesture for each structure.	Project for class.
25	*Storia: La fuga di Michelangelo*	Next, ask a story with your students using your own personalized story script. Remember that we have Story Script examples in the first two *racconti* in Unit 1 of this curriculum framework. Use those pre-made scripts as a template for creating your own.	Project for class.
10	*Storia: La fuga di Michelangelo* **La fuga di Michelangelo**	If time allows, play the audio of the story *La fuga di Michelangelo* and ask some questions about it afterward.	Project for class.
-	**Exit Ticket(s)**	At the end of class, have students fill out the Exit Ticket, *Biglietto di uscita - Persona speciale*, which can be found under Additional Resources in the Resource Library.	Students complete exit ticket.
Thursday			

10-15	*Storia: La fuga di Michelangelo*	Begin class continuing with the *Nostra classe, nostra storia* routine, but choose a different student than before to interview.	Project for class.
15	*Storia: La fuga di Michelangelo* **La fuga di Michelangelo**	Begin class by reading the story, pausing a few times to check for comprehension.	Project for class.
10-15	*Storia: La fuga di Michelangelo* **Nota di grammatica: Direct Object Pronouns**	Go over the *Nota di grammatica* as a class about Direct Object Pronouns. Complete the accompanying activity together.	Project for class and assign beforehand. Students log in and go to page.
15-20	*Storia: La fuga di Michelangelo* **Attività 1: Trova la parola giusta Attività 2: Descrivi la foto**	Have students log in and complete *Attività 1* and *2* on their own. Time permitting, review the answers as a class.	Project for class.
-	**Exit Ticket**	At the end of class, have students fill out the Exit Ticket, *Biglietto di uscita - Persona speciale*, which can be found under Additional Resources in the Resource Library.	Students complete exit ticket.
Friday			
10-15	*Storia: La fuga di Michelangelo*	Begin class continuing with the *Nostra classe, nostra storia* routine, but choose a different student than before to interview.	Project for class.
10-15	*Storia: La fuga di Michelangelo* **Attività 3: Una lettera a Michelangelo**	Have students complete *Attività 3* independently.	Assign beforehand. Students log in and go to the page.
15-20	*Storia: La fuga di Michelangelo* **Interpersonal Speaking: Andiamo al museo!**	Go to the Interpersonal Speaking exercise in the *Storia* and have students complete the assignment independently. Introduce the Can-Do statement before beginning the assignment. **I can talk about going to the art museum.**	Assign beforehand. Students log in and go to the page.
-	**Exit Ticket(s)**	Have students click on the Can-Do and self-assess.	

1 Unit = ~4 Weeks, 50-Minute Classes, 5 Days a Week			
Week 4			
Monday			
10-15	*Storia: La fuga di Michelangelo*	Begin class continuing with the *Nostra classe, nostra storia* routine, but choose a different student than before to interview.	Project for class.
15-20	*Storia: La fuga di Michelangelo* **La fuga di Michelangelo**	Have students illustrate and caption the story using the 4-Panel Blank Comic in the Additional Resources in the Resource Library.	Print off blank comic.

15-20	*Unità 1: Che cos'è l'arte?*	Use the Voces Game Center to review key vocabulary and structures from the Unit as a class.	Project for class.
-	**Exit Ticket**	At the end of class, have students fill out the Exit Ticket, *Biglietto di uscita - aggiornamento di stato*, which can be found under Additional Resources in the Resource Library.	Students complete exit ticket.
		Tuesday	
10-15	*Storia: La fuga di Michelangelo*	Begin class continuing with the *Nostra classe, nostra storia* routine, but choose a different student than before to interview.	Project for class.
25-30		Review the grammatical concepts introduced in *Unità 1* of *Livello 3* in preparation for the Unit assessment. Time permitting, have students practice Unit structures and vocabulary by using the Voces Game Center.	Project for class.
-	**Exit Ticket(s)**	At the end of class, have students fill out the Exit Ticket, *Biglietto di uscita - aggiornamento di stato*, which can be found under Additional Resources in the Resource Library.	Students complete exit ticket.
		Wednesday	
5	*Ancora! Ancora!* **Il mondo attraverso le foto: I disegni fatti con i gessetti**	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. **I can talk about chalk art and street art.** **I can compare street art in Italy to art in my city.**	Project for class.
20	*Ancora! Ancora!* **Il mondo attraverso le foto: I disegni fatti con i gessetti**	Project the image in class and talk about it/describe it to your students using some of the structures from the Unit. Have students log in and complete the activity.	Project for class. Assign beforehand. Students log in and go to pages.
20-25	*Ancora! Ancora!* **Panorama: La Cappella Sistina di Michelangelo**	Project the panorama on the board and have students log in. Do this together as a class, encouraging students to respond in their own ways. If they need more words, give them to them—write them on the board as they come up. Make sure you are exploring the panorama with them, pointing out things in the picture and then talking about it.	Project for class and have students log in and go to page.
-	**Exit Ticket(s)**	At the end of class, have students fill out the Exit Ticket, *Biglietto di uscita - aggiornamento di stato*, which can be found under Additional Resources in the Resource Library.	Students complete exit ticket.
		Thursday	
10-15	*Storia: La fuga di Michelangelo*	Begin class continuing with the *Nostra classe, nostra storia* routine, but choose a different student than before to interview	Project for class.
20-25	*Ancora! Ancora!* **Intervista: Chi sei?**	Have students complete the activity individually. Once the students have completed the activity individually, encourage them to share their mini-presentations in groups while staying in the target language.	Project for class and have students log in and go to page.

Comment [1]: Should the students be completing the Can-Do statements for the exit ticket on this day?

Comment [2]: No, not necessarily. I'm going to stet this but good catch!

5-10	*Unità 1: Che cos'è l'arte?*	Use the Voces Game Center to review key vocabulary and structures from the Unit as a class.	Project for class.
-	**Exit Ticket(s)**	At the end of class, have students fill out the Exit Ticket, *Biglietto di uscita - aggiornamento di stato*, which can be found under Additional Resources in the Resource Library.	Students complete exit ticket.
**Friday**			
10-15	End-of-Unit Review and Assessment: **Total Structures**	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 *La mia storia! Raccontaci una storia originale*	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.	
-	Exit Ticket	Have students click on the Can-Dos and self-assess.	

Comment [3]: Is this referring to the "I can write/tell an original story" statements? Should they be assigned earlier in the day's description?

Comment [4]: Yes it is referring to those Can-Dos and no they don't necessarily need to be included in the description. stet

**Monday** **Final Unit Assessment**			
5	Integrated Performance Assessment **Interpretive Listening**	Introduce the Can-Do at the beginning of class. Write it on the board, project them, or display them on the day's agenda. **I can understand a video about famous murals and works of art in the city of Naples.**	Project for class.
5	Integrated Performance Assessment **Context**	Read the context and look at the pictures as a class. **Tip!** Remind students that this assignment is a formal assessment and they will be working independently.	Project for class.
40	Integrated Performance Assessment **Interpretive Listening**	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.
-	**Exit Ticket**	Have students click on the Can-Do and self-assess.	
**Tuesday** **Final Unit Assessment**			

5	Integrated Performance Assessment **Interpersonal Speaking Presentational Writing**	Introduce the Can-Dos at the beginning of class. Write them on the board, project them, or display them on the day's agenda. **I can talk about murals and street art in Naples. I can write about my art preferences and the art in Naples.**	Project for class.
45	Integrated Performance Assessment **Interpersonal Speaking Presentational Writing**	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.
-	**Exit Ticket**	Have students click on the Can-Dos and self-assess.	

Unit 1 Can-Dos

Interpretive Reading

I can read a story about an art thief.
I can read a story about a famous Italian artist and sculptor.
I can read a story about glass art.
I can read a story about street art and graffiti.
I can read about a glassmaking workshop in Murano.

Interpretive Listening

I can understand a video about the Mona Lisa.
I can understand someone when they talk about the historic and artistic aspects of their city.
I can understand a video about famous murals and works of art in the city of Naples.

Presentational Speaking

I can tell an original story.
I can talk about icons in my own community.
I can talk about the similarities and differences between classical art and street art.

Presentational Writing

I can write an original story.
I can write about how art affects space and the world around it.
I can write about the role of art in society.
I can write about a special piece of art given to me.
I can write a letter to Michelangelo.
I can write about a panorama of the Sistine Chapel.
I can write about my art preferences and the art in Naples.

Interpersonal Speaking

I can talk about chalk art and street art.
I can talk about what happened in a story about art theft.
I can talk about going to the art museum.
I can talk about murals and street art in Naples.

Interpersonal Writing

I can write to my friend about an art project.

Intercultural Competencies

I can compare street art in Italy to art in my city.
I can investigate products and perspectives in my own and other communities.