

## Alignment to Alabama Course of Study: World Languages

### Voces® *Unsere Geschichten* ~ Stufe 1~ Einheit 1

*Unsere Geschichten, Stufe 1* is an interactive German Comprehensible Input (CI) curriculum with proficiency-based materials for novice-level learners. *Unsere Geschichten, Stufe 1* will take your students who have no prior experience in German from Novice-Low through Novice-Mid levels of proficiency and beyond. This 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 *Unsere Geschichten, Stufe 1* aligns to the Alabama Course of Study: World Languages. If you have any questions, call 1-800-848-0256 or email [info@vocesdigital.com](mailto:info@vocesdigital.com).

| <b>Einheit 1: Schule</b>                                                                                                                                          |                                                                            |                  |                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|------------------|---------------------------------------------------------------------------|
| <b>Communication</b>                                                                                                                                              |                                                                            |                  |                                                                           |
| <b>1. Interpersonal Mode:</b> Exchange simple spoken and written information in the target language, utilizing cultural references where appropriate.             |                                                                            |                  |                                                                           |
| <b>Section</b>                                                                                                                                                    | <b>Title</b>                                                               | <b>Mode</b>      | <b>Can-Do/Description</b>                                                 |
| <i>Kurzgeschichte 2: Sie kann nicht schreiben</i>                                                                                                                 | Interpersonal Writing: <i>Willst du nach der Schule in den Park gehen?</i> | Writing/Speaking | I can communicate basic information about school to one of my classmates. |
| <i>Kurzgeschichte 3: Neu in der Schule</i>                                                                                                                        | Interpersonal Speaking: <i>Ich habe eine Frage</i>                         | Speaking         | I can talk about school supplies and where to get them.                   |
| Integrated Performance Assessment                                                                                                                                 | Interpersonal Speaking                                                     | Speaking         | I can have a simple conversation with a student in German.                |
| <b>2. Interpretive Mode:</b> Demonstrate an understanding of simple spoken or written language presented through a variety of media resources on familiar topics. |                                                                            |                  |                                                                           |
| <b>Section</b>                                                                                                                                                    | <b>Title</b>                                                               | <b>Mode</b>      | <b>Can-Do/Description</b>                                                 |
| <i>Kurzgeschichte 1: Sie hat kein Heft</i>                                                                                                                        | <i>Aktivität 1: Richtig oder Falsch?</i>                                   | Reading          | I can read a story about school supplies.                                 |
| <i>Kurzgeschichte 2: Sie kann nicht schreiben</i>                                                                                                                 | <i>Aktivität 1: Richtig oder Falsch?</i>                                   | Reading          | I can read a story about a test.                                          |
| <i>Kurzgeschichte 3: Neu in der Schule</i>                                                                                                                        | <i>Aktivität 1: Wer ist das?</i>                                           | Reading          | I can read a story about a new student at school.                         |
| <i>Kurzgeschichte 3: Neu in der Schule</i>                                                                                                                        | <i>Aktivität 3: Fragen zum Text</i>                                        | Reading          | I can respond appropriately to questions about a story.                   |
| <i>Kurzgeschichte 4: Wo ist der Laptop?</i>                                                                                                                       | <i>Aktivität 1: Korrigiere die Sätze!</i>                                  | Reading          | I can read a story about a girl in Berlin.                                |
| <i>Kurzgeschichte 4: Wo ist der Laptop?</i>                                                                                                                       | <i>Aktivität 2: Beschreibe die Bilder!</i>                                 | Reading          | I can write brief descriptions of                                         |

|                                             |                                                   |           |                                                                                             |
|---------------------------------------------|---------------------------------------------------|-----------|---------------------------------------------------------------------------------------------|
|                                             |                                                   |           | illustrations for a story about a missing laptop.                                           |
| <i>Kurzgeschichte 4: Wo ist der Laptop?</i> | Interpretive Reading: <i>Materialliste</i>        | Reading   | I can understand a document about school supplies.                                          |
| <i>Geschichte 1: Eine Party</i>             | <i>Aktivität 1: Was stimmt?</i>                   | Reading   | I can read a story about a party.                                                           |
| <i>Geschichte 2: Hausaufgaben</i>           | <i>Aktivität 1: Richtig oder Falsch?</i>          | Reading   | I can read a story about homework.                                                          |
| <i>Geschichte 2: Hausaufgaben</i>           | Interpretive Listening: <i>Typen von Schülern</i> | Listening | I can understand a video about different types of students.                                 |
| <i>Extra! Extra!</i>                        | <i>Das Interview: Marina</i>                      | Listening | I can understand some of what someone says about where they live and what they study.       |
| <i>Extra! Extra!</i>                        | <i>Das Interview: Ingo</i>                        | Listening | I can understand some of what someone says about where they buy their groceries in Germany. |
| Integrated Performance Assessment           | Interpretive Reading                              | Reading   | I can read, identify, and understand many words in a German class schedule.                 |

### 3. Presentational Mode: Present material in oral and written form.

| Section                                     | Title                                                                            | Mode     | Can-Do/Description                                                                  |
|---------------------------------------------|----------------------------------------------------------------------------------|----------|-------------------------------------------------------------------------------------|
| <i>Kurzgeschichte 1: Sie hat kein Heft</i>  | Presentational Writing: <i>Meine Klassen</i>                                     | Writing  | I can list my class schedule.                                                       |
| <i>Kurzgeschichte 4: Wo ist der Laptop?</i> | <i>Aktivität 2: Beschreibe die Bilder!</i>                                       | Writing  | I can write brief descriptions of illustrations for a story about a missing laptop. |
| <i>Kurzgeschichte 4: Wo ist der Laptop?</i> | <i>Aktivität 3: Erzähl die Geschichte!</i>                                       | Speaking | I can tell a story about a missing laptop.                                          |
| <i>Geschichte 1: Eine Party</i>             | Presentational Speaking: <i>Stellen Sie sich vor!</i>                            | Speaking | I can introduce myself to my classmates and teacher.                                |
| <i>Extra! Extra!</i>                        | <i>Die Welt in Fotos: Eine Schule in Deutschland: Das Gymnasium in Nörtingen</i> | Speaking | I can talk about my school.                                                         |
| <i>Extra! Extra!</i>                        | <i>Das Panorama: Die Eschenschule</i>                                            | Writing  | I can write about a panorama of a German schoolyard.                                |
| End-of-Unit Review and Assessment           | <i>Meine originelle Geschichte!</i>                                              | Writing  | I can write an original story.                                                      |
| End-of-Unit Review and                      | <i>Erzähle uns eine originelle</i>                                               | Speaking | I can tell an original                                                              |

|                                                                                                                                  |                                                                                  |                                                                                             |                                               |
|----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|-----------------------------------------------|
| Assessment                                                                                                                       | <i>Geschichte!</i>                                                               |                                                                                             | story.                                        |
| Integrated Performance Assessment                                                                                                | Presentational Writing                                                           | Writing                                                                                     | I can write a text message to my host family. |
| <b>Culture</b>                                                                                                                   |                                                                                  |                                                                                             |                                               |
| 4. Investigate, explain, and reflect on the relationship among the products, practices, and perspectives of the target cultures. |                                                                                  |                                                                                             |                                               |
| <b>Section</b>                                                                                                                   | <b>Title</b>                                                                     | <b>Can-Do/Description</b>                                                                   |                                               |
| <i>Extra! Extra!</i>                                                                                                             | <i>Das Interview: Ingo</i>                                                       | I can understand some of what someone says about where they buy their groceries in Germany. |                                               |
| <i>Extra! Extra!</i>                                                                                                             | <i>Das Panorama: Die Eschenschule</i>                                            | I can write about a panorama of a German schoolyard.                                        |                                               |
| Integrated Performance Assessment                                                                                                | Interpretive Reading                                                             | I can compare my class schedule to a typical class schedule of a student in Germany.        |                                               |
| <b>Connections</b>                                                                                                               |                                                                                  |                                                                                             |                                               |
| 5. Link target language and other subject areas to acquire information and develop diverse cultural perspectives.                |                                                                                  |                                                                                             |                                               |
| <b>Section</b>                                                                                                                   | <b>Title</b>                                                                     | <b>Can-Do/Description</b>                                                                   |                                               |
| Essential Question Connection                                                                                                    |                                                                                  | What do you need in order to be successful in school?                                       |                                               |
| <i>Besuchen wir Deutschland!</i>                                                                                                 |                                                                                  | Map of Germany                                                                              |                                               |
| <i>Extra! Extra!</i>                                                                                                             | <i>Das Panorama: Die Eschenschule</i>                                            | I can write about a panorama of a German schoolyard.                                        |                                               |
| Integrated Performance Assessment                                                                                                | Interpretive Reading                                                             | I can compare my class schedule to a typical class schedule of a student in Germany.        |                                               |
| <b>Comparisons</b>                                                                                                               |                                                                                  |                                                                                             |                                               |
| 6. Investigate, analyze, and reflect on similarities and differences between the target and native languages.                    |                                                                                  |                                                                                             |                                               |
| <b>Section</b>                                                                                                                   | <b>Title</b>                                                                     | <b>Can-Do/Description</b>                                                                   |                                               |
| <i>Kurzgeschichte 1: Sie hat kein Heft</i>                                                                                       | <i>Wichtiges Vokabular</i><br>Story Script                                       | Story vocabulary                                                                            |                                               |
| <i>Kurzgeschichte 2: Sie kann nicht schreiben</i>                                                                                | <i>Wichtiges Vokabular</i><br>Story Script                                       | Story vocabulary                                                                            |                                               |
| <i>Kurzgeschichte 3: Neu in der Schule</i>                                                                                       | <i>Wichtiges Vokabular</i><br>Story Script                                       | Story vocabulary                                                                            |                                               |
| <i>Kurzgeschichte 4: Wo ist der Laptop?</i>                                                                                      | <i>Wichtiges Vokabular</i><br>Story Script                                       | Story vocabulary                                                                            |                                               |
| 7. Investigate, analyze, and reflect on similarities and differences between the target and native cultures.                     |                                                                                  |                                                                                             |                                               |
| <b>Section</b>                                                                                                                   | <b>Title</b>                                                                     | <b>Can-Do/Description</b>                                                                   |                                               |
| <i>Extra! Extra!</i>                                                                                                             | <i>Die Welt in Fotos: Eine Schule in Deutschland: Das Gymnasium in Nörtingen</i> | I can compare my school to a typical school in Germany.                                     |                                               |

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|----------------------------------------------------------------------------------------------------------------------------|---------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| <i>Extra! Extra!</i>                                                                                                       | <i>Das Panorama: Die Eschenschule</i> | I can write about a panorama of a German schoolyard.                                                                                    |
| Integrated Performance Assessment                                                                                          | Interpretive Reading                  | I can compare my class schedule to a typical class schedule of a student in Germany.                                                    |
| <b>Communities</b>                                                                                                         |                                       |                                                                                                                                         |
| <b>8.</b> Acquire the ability to interact in the target culture beyond the classroom and set goals for life-long learning. |                                       |                                                                                                                                         |
| <b>Section</b>                                                                                                             | <b>Title</b>                          | <b>Can-Do/Description</b>                                                                                                               |
| <i>In meiner Lebenswelt</i>                                                                                                |                                       | I can use the German language both within and beyond my classroom to interact and collaborate in my community and the globalized world. |
| Can-Do Checklist                                                                                                           |                                       | Can-Do self-assessment                                                                                                                  |

For more information about this or any other title, go to [VocesDigital.com](http://VocesDigital.com) or call 1-800-848-0256.

