

## Alignment to the Alaska Content Standards for 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 Alaska Content Standards for 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>A. A student should be able to communicate in two or more languages, one of which is English.</b>			
<b>A1</b> –A student who meets the content standard should understand written and oral communication in two or more languages.			
<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.
<b>A2 – A student who meets the content standard should write and speak understandably in two or more languages.</b>			
<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.
<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>	Aktivität 2: <i>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>	Aktivität 3: <i>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 Assessment	<i>Erzähle uns eine originelle Geschichte!</i>	Speaking	I can tell an original story.

Integrated Performance Assessment	Presentation Writing	Writing	I can write a text message to my host family.
A3 –A student who meets the content standard should use two or more languages effectively in real life situations.			
Section	Title	Mode	Can-Do/Description
Kurzgeschichte 2: Sie kann nicht schreiben	Interpersonal Writing: Willst du nach der Schule in den Park gehen?	Writing/Speaking	I can communicate basic information about school to one of my classmates.
Kurzgeschichte 3: Neu in der Schule	Interpersonal Speaking: Ich habe eine Frage	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.
Geschichte 1: Eine Party	Presentation Speaking: Stellen Sie sich vor!	Speaking	I can introduce myself to my classmates and teacher.
Extra! Extra!	Die Welt in Fotos: Eine Schule in Deutschland: Das Gymnasium in Nörtingen	Speaking	I can talk about my school.
Integrated Performance Assessment	Presentation Writing	Writing	I can write a text message to my host family.
A4 –A student who meets the content standard should use two or more languages to learn new information in academic subjects.			
Section	Title	Can-Do/Description	
Essential Question Connection		What do you need in order to be successful in school?	
Besuchen wir Deutschland!		Map of Germany	
Extra! Extra!	Die Welt in Fotos: Eine Schule in Deutschland: Das Gymnasium in Nörtingen	I can compare my school to a typical school in Germany.	
B. A student should expand the student’s knowledge of peoples and cultures through language study.			
B1 –A student who meets the content standard should understand the relationship between language and culture.			
Section	Title	Can-Do/Description	
Extra! Extra!	Das Interview: Ingo	I can understand some of what someone says about where they buy their groceries in Germany.	
Extra! Extra!	Das Panorama: Die Eschenschule	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>B2</b> –A student who meets the content standard should learn about and experience surface characteristics of the culture, including art, cuisine, dance, dress, geography, history, music, and literature.		
<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>B3</b> –A student who meets the content standard should learn about and experience deep characteristics of the culture, including folkways, mores, laws, traditions, customs, and patterns of behavior.		
<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.
<b>B4</b> – A student who meets the content standard should improve the student’s understanding of the student’s language and culture through experiences with other languages and 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.
<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>B5</b> –A student who meets the content standard should apply knowledge of the functions and structure of one language to the study of another language.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Kurzgeschichte 1: Sie hat kein Heft</i>	<i>Wichtiges Vokabular</i> Story Script	Story vocabulary
<i>Kurzgeschichte 2: Sie kann nicht schreiben</i>	<i>Wichtiges Vokabular</i> Story Script	Story vocabulary
<i>Kurzgeschichte 3: Neu in der Schule</i>	<i>Wichtiges Vokabular</i> Story Script	Story vocabulary
<i>Kurzgeschichte 4: Wo ist der Laptop?</i>	<i>Wichtiges Vokabular</i> Story Script	Story vocabulary
<b>B6</b> –A student who meets the content standard should recognize through language study that all cultures contribute to the global society.		
<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.
<b>C. A student should possess the language skills and cultural knowledge necessary to participate successfully in multilingual communities and the international marketplace.</b>		
<b>C1</b> –A student who meets the content standard should interact appropriately in multilingual communities through various means, including printed and electronic media, audio and visual sources, face-to-face conversations, pen pals, and travel.		
<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.
<b>C4</b> –A student who meets the content standard should apply language skills and cultural knowledge to enhance the student’s intellectual and social growth and to promote lifelong 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

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