

Alignment to Arizona's World and Native Language Standards

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 Arizona's World and Native Language Standards. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

| Einheit 1: Schule | | | |
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| Communication | | | |
| Interpersonal (IC): Learners interact and negotiate meaning in spoken, written, or signed conversations to share information, reactions, feelings, and opinions. | | | |
| Section | Title | Mode | Can-Do/Description |
| <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. |
| Interpretive (IL & IR): Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. | | | |
| Section | Title | Mode | Can-Do/Description |
| <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. |
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| <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. |
| Presentational (PS & PW): Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. | | | |
| 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 | <i>Meine originelle Geschichte!</i> | Writing | I can write an original |

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| Assessment | | | story. |
| End-of-Unit Review and Assessment | <i>Erzähle uns eine originelle Geschichte!</i> | Speaking | I can tell an original story. |
| Integrated Performance Assessment | Presentational Writing | Writing | I can write a text message to my host family. |
| Culture (CUL): Learners use the target language to investigate, explain, and reflect on the relationship between the practices, products, and perspectives of cultures studied. | | | |
| Section | Title | Can-Do/Description | |
| Integrated Performance Assessment | Interpretive Reading | I can compare my class schedule to a typical class schedule of a student in Germany. | |
| <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. | |
| Connections (CON): Learners build, reinforce, and expand knowledge of other content areas and evaluate information and diverse perspectives while using the target language to develop critical thinking and creative problem solving. | | | |
| Section | Title | Can-Do/Description | |
| 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. | |
| Comparisons (COMP): Learners use the language to investigate, explain, and reflect on the nature of language and the concept of culture through comparisons of the target language and cultures studied to one’s own. | | | |
| Section | Title | Can-Do/Description | |
| <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 | |
| <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 | Interpretive Reading | I can compare my class schedule | |

| | | |
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| Assessment | | to a typical class schedule of a student in Germany. |
| Communities (COM): Learners use the target language to participate in the community and in the globalized world, for enjoyment, enrichment, and advancement. | | |
| Section | Title | Can-Do/Description |
| <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 or call 1-800-848-0256.

