

Alignment to Delaware World-Readiness Standards for Learning 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 Delaware's World-Readiness Standards for Learning Languages. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

| Einheit 1: Schule | | | |
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| Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes | | | |
| 1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written 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. |
| 1.2 Interpretive Communication: 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</i> | <i>Aktivität 2: Beschreibe die</i> | Reading | I can write brief |

| <i>der Laptop?</i> | <i>Bilder!</i> | | 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. |
| Integrated Performance Assessment | Interpretive Reading | Reading | I can read, identify, and understand many words in a German class schedule. |
| 1.3 Presentational Communication: 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 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 | Presentational Writing | Writing | I can write a text |

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| Assessment | | | message to my host family. |
| Cultures: Interact with cultural competence and understanding. | | | |
| 2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. | | | |
| Section | Title | Can-Do/Description | |
| <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. | |
| Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations. | | | |
| 3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. | | | |
| 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 | |
| 3.2 Acquiring Information and Diverse Perspectives: Learned access and evaluate information and diverse perspectives that are available through the language and its cultures. | | | |
| Section | Title | Can-Do/Description | |
| <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: Develop insight into the nature of language and culture in order to interact with cultural competence. | | | |
| 4.1 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their 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 | |
| 4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. | | | |
| Section | Title | Can-Do/Description | |

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| <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. |
| Communities: Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world. | | |
| 5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. | | |
| 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. |
| 5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. | | |
| Section | Title | Can-Do/Description |
| 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.

