

## Alignment to Georgia Performance Standards for Modern Languages Level 1

### 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 Georgia Performance Standards for Modern Languages Level 1. 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>1. Communication</b>			
<b>Interpersonal Mode of Communication (IP)</b>			
<b>MLI.IP1 – The students exchange simple spoken and written information in the target language, utilizing cultural references where appropriate.</b>			
<b>MLI.IP2 – The students demonstrate skills necessary to sustain brief oral and written exchanges in the target language.</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.
<b>Interpretive Mode of Communication (INT)</b>			
<b>MLI.INT1 – The students demonstrate understanding of simple spoken and written language presented through a variety of media in the target language and based on topics such as self, family, school, etc.</b>			
<b>MLI.INT2 – The students interpret verbal and non-verbal cues to understand simple spoken and written messages in the target language.</b>			
<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.

#### **Presentational Mode of Communication (P)**

**MLI.P1 – The students present information orally and in writing that contains a variety of vocabulary, phrases, and patterns.**

**MLI.P2 – The students present brief, rehearsed material in the target language, such as dialogues, skits, poetry, and songs.**

<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<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</i>	<i>Aktivität 3: Erzähl die</i>	Speaking	I can tell a story about a

<i>der Laptop?</i>	<i>Geschichte!</i>		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	Presentational Writing	Writing	I can write a text message to my host family.

## II. Cultural Perspectives, Practices, and Products (CU)

**MLI.CU1 – The students develop an awareness of perspectives, practices, and products of the cultures where the target language is spoken.**

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.

## III. Connections, Comparisons, and Communities (CCC)

**MLI.CCC1 – The students use information acquired in the study of the target and information acquired in other subject areas to reinforce one another.**

**MLI.CCC2 – The students demonstrate an understanding of the significance of culture through comparisons between the culture(s) studied and the students' own culture.**

**MLI.CCC3 – The students compare basic elements of the target language to the English language.**

**MLI.CCC4 – The students demonstrate an awareness of current events in the target culture(s).**

**MLI.CCC5 – The students identify situations and resources in which target language skills and cultural knowledge may be applied beyond the classroom setting, for recreational, educational, and occupational purposes.**

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>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>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>Kurzgeschichte 4: Wo ist der Laptop?</i>	<i>Wichtiges Vokabular</i> Story Script	Story vocabulary
<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.
<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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