Alignment to Illinois' 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, Stufe1* aligns to Illinois'World-Readiness Standards for Learning Languages. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Einheit 1: Schule

Communication

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
Kurzgeschichte 2: Sie kann	Interpersonal Writing: Willst du	Writing/Speakin	I can communicate
nicht schreiben	nach der Schule in den Park	g	basic information
	gehen?		about school to one of
			my classmates.
Kurzgeschichte 3: Neu in	Interpersonal Speaking: Ich habe	Speaking	I can talk about school
der Schule	eine Frage		supplies and where to
			get them.
Integrated Performance	Interpersonal Speaking	Speaking	I can have a simple
Assessment			conversation with a
			student in German.

Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Section	Title	Mode	Can-Do/Description
Kurzgeschichte 1: Sie hat	Aktivität 1: Richtig oder Falsch?	Reading	I can read a story about
kein Heft			school supplies.
Kurzgeschichte 2: Sie kann	Aktivität 1: Richtig oder Falsch?	Reading	I can read a story about
nicht schreiben			a test.
Kurzgeschichte 3: Neu in	Aktivität 1: Wer ist das?	Reading	I can read a story about
der Schule			a new student at school.
Kurzgeschichte 3: Neu in	Aktivität 3: Fragen zum Text	Reading	I can respond
der Schule			appropriately to
			questions about a story.
Kurzgeschichte 4: Wo ist	Aktivität 1: Korrigiere die Sätze!	Reading	I can read a story about
der Laptop?			a girl in Berlin.
Kurzgeschichte 4: Wo ist	Aktivität 2: Beschreibe die	Reading	I can write brief
der Laptop?	Bilder!		descriptions of

			illustrations for a story about a missing laptop.
Kurzgeschichte 4: Wo ist der Laptop?	Interpretive Reading: Materialliste	Reading	I can understand a document about school supplies.
Geschichte 1: Eine Party	Aktivität 1: Was stimmt?	Reading	I can read a story about a party.
Geschichte 2: Hausaufgaben	Aktivität 1: Richtig oder Falsch?	Reading	I can read a story about homework.
Geschichte 2: Hausaufgaben	Interpretive Listening: Typen von Schülern	Listening	I can understand a video about different types of students.
Extra! Extra!	Das Interview: Marina	Listening	I can understand some of what someone says about where they live and what they study.
Extra! Extra!	Das Interview: Ingo	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 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
Kurzgeschichte 1: Sie hat	Presentational Writing: Meine	Writing	I can list my class
kein Heft	Klassen		schedule.
Kurzgeschichte 4: Wo ist	Aktivität 2: Beschreibe die Bilder!	Writing	I can write brief
der Laptop?			descriptions of
			illustrations for a story
			about a missing laptop.
Kurzgeschichte 4: Wo ist	Aktivität 3: Erzähl die	Speaking	I can tell a story about a
der Laptop?	Geschichte!		missing laptop.
Geschichte 1: Eine Party	Presentational Speaking: Stellen	Speaking	I can introduce myself
	Sie sich vor!		to my classmates and
			teacher.
Extra! Extra!	Die Welt in Fotos: Eine Schule in	Speaking	I can talk about my
	Deutschland: Das Gymnasium in		school.
	Nörtingen		
Extra! Extra!	Das Panorama: Die	Writing	I can write about a
	Eschenschule		panorama of a German
			schoolyard.
End-of-Unit Review and	Meine originelle Geschichte!	Writing	I can write an original

Assessment				story	
End-of-Unit Review and	Evzähle uns eine oviginelle	Speakin	107	story. I can tell an original	
Assessment	Erzähle uns eine originelle Geschichte!	Speakii	ıg		
Integrated Performance	Presentational Writing	Writing		I can write a text	
Assessment	riesentational writing	witting		message to my host	
Assessment				family.	
Culture				ranniy.	
	es to Perspectives: Learners use the	ne language i	to investi	gate explain and reflect	
	the practices and perspectives of t			Sate, explain and fellect	
Section	Title			/Description	
Integrated Performance	Interpretive Reading		I can compare my class schedul		
Assessment	interpretation recomming			ical class schedule of a	
				in Germany.	
Relating Cultural Produc	ets to Perspectives: Learners use th	ne language 1		· · · · · · · · · · · · · · · · · · ·	
	n the practices and perspectives of t			<i>,</i> , , ,	
Section	Title		Can-Do	/Description	
Extra! Extra!			I can un	I can understand some of what	
				e says about where they	
			buy their groceries in Germany.		
Extra! Extra!	Das Panorama: Die Eschenschu	ıle	I can write about a panorama of		
		German schoolyard.		schoolyard.	
Connections					
Making Connections: Lea	arners build, reinforce, and expand	knowledge o	of other d	isciplines while using the	
	critical thinking and to solve proble	ems criticall			
Section	Title			Description	
Essential Question Connec	tion			you need in order to be ful in school?	
Besuchen wir Deutschland	!		Map of	Germany	
Acquiring Information ar	nd Diverse Perspectives: Learners	access and	evaluate i	C	
				niormation and diverse	
perspectives that are availa	ble through the target language and		•		
Section	ble through the target language and Title	l its cultures	Can-Do	D/Description	
	ble through the target language and	l its cultures	Can-Do		
Section	ble through the target language and Title	l its cultures	Can-Do	D/Description rite about a panorama of a	
Section Extra! Extra!	ble through the target language and Title Das Panorama: Die Eschenschu	l its cultures	Can-Do I can wi German I can co	D/Description rite about a panorama of a schoolyard.	
Section Extra! Extra! Integrated Performance	ble through the target language and Title Das Panorama: Die Eschenschu	l its cultures	I can wood I can coo to a type	b/Description rite about a panorama of a schoolyard. mpare my class schedule	
Section Extra! Extra! Integrated Performance Assessment Comparisons	Title Das Panorama: Die Eschenschu Interpretive Reading	l its cultures	I can we German I can co to a type student	D/Description The about a panorama of a schoolyard. Impare my class schedule ical class schedule of a in Germany.	
Section Extra! Extra! Integrated Performance Assessment Comparisons Language Comparisons:	Title Das Panorama: Die Eschenschu Interpretive Reading Learners use the language to invest	d its cultures	I can we German I can co to a type student	D/Description The about a panorama of a schoolyard. Impare my class schedule ical class schedule of a in Germany.	
Section Extra! Extra! Integrated Performance Assessment Comparisons Language Comparisons: language through comparis	Title Das Panorama: Die Eschenschu Interpretive Reading	d its cultures	I can wo German I can co to a type student	p/Description rite about a panorama of a schoolyard. mpare my class schedule ical class schedule of a in Germany. flect on the nature of	
Section Extra! Extra! Integrated Performance Assessment Comparisons Language Comparisons: language through comparis Section	Title Das Panorama: Die Eschenschus Interpretive Reading Learners use the language to invest sons of the language studied and the Title	d its cultures	I can wo German I can co to a type student n, and res	p/Description rite about a panorama of a schoolyard. mpare my class schedule ical class schedule of a in Germany. flect on the nature of	
Section Extra! Extra! Integrated Performance Assessment Comparisons Language Comparisons: language through comparis Section Kurzgeschichte 1: Sie hat	Title Das Panorama: Die Eschenschu Interpretive Reading Learners use the language to invest sons of the language studied and the Title Wichtiges Vokabular	d its cultures	I can wo German I can co to a type student n, and res	D/Description rite about a panorama of a schoolyard. mpare my class schedule ical class schedule of a in Germany. flect on the nature of	
Section Extra! Extra! Integrated Performance Assessment Comparisons Language Comparisons: language through comparis Section Kurzgeschichte 1: Sie hat kein Heft	Title Das Panorama: Die Eschenschu Interpretive Reading Learners use the language to invest sons of the language studied and the Title Wichtiges Vokabular Story Script	d its cultures	I can we German I can co to a type student n, and reserved. Can-Do Story vo	D/Description rite about a panorama of a schoolyard. mpare my class schedule ical class schedule of a in Germany. flect on the nature of D/Description ocabulary	
Section Extra! Extra! Integrated Performance Assessment Comparisons Language Comparisons: language through comparis	Title Das Panorama: Die Eschenschu Interpretive Reading Learners use the language to invest sons of the language studied and the Title Wichtiges Vokabular Story Script Wichtiges Vokabular	d its cultures	I can we German I can co to a type student n, and reserved. Can-Do Story vo	p/Description rite about a panorama of a schoolyard. mpare my class schedule ical class schedule of a in Germany. flect on the nature of	
Section Extra! Extra! Integrated Performance Assessment Comparisons Language Comparisons: language through comparis Section Kurzgeschichte 1: Sie hat kein Heft Kurzgeschichte 2: Sie	Title Das Panorama: Die Eschenschu Interpretive Reading Learners use the language to invest sons of the language studied and the Title Wichtiges Vokabular Story Script	d its cultures	I can wo German I can co to a type student n, and ref	D/Description rite about a panorama of a schoolyard. mpare my class schedule ical class schedule of a in Germany. flect on the nature of D/Description ocabulary	

Kurzgeschichte 4: Wo ist	Wichtiges Vokabular	Story vocabulary
der Laptop?	Story Script	
Cultural Comparisons: L	earners use the language to investigate, explain	n, and reflect on the concept of
culture through the compar	isons of the cultures studied and their own.	
Section	Title	Can-Do/Description
Extra! Extra!	Die Welt in Fotos: Eine Schule in	I can compare my school to a
	Deutschland: Das Gymnasium in	typical school in Germany.
	Nörtingen	
Extra! Extra!	Das Panorama: Die Eschenschule	I can write about a panorama of a
		German schoolyard.
Integrated Performance	Interpretive Reading	I can compare my class schedule
Assessment		to a typical class schedule of a
		student in Germany.
		Student in Germany.
Communities		student in Germany.
School and Global Comm	unities: Learners use the language both within	
School and Global Comm	unities: Learners use the language both within their community and the globalized world.	
School and Global Comm		
School and Global Comminteract and collaborate in t	heir community and the globalized world.	n and beyond the classroom to Can-Do/Description I can use the German language
School and Global Comminteract and collaborate in the Section	heir community and the globalized world.	n and beyond the classroom to Can-Do/Description I can use the German language both within and beyond my
School and Global Comminteract and collaborate in the Section	heir community and the globalized world.	Can-Do/Description I can use the German language both within and beyond my classroom to interact and
School and Global Comminteract and collaborate in the Section	heir community and the globalized world.	n and beyond the classroom to Can-Do/Description I can use the German language both within and beyond my classroom to interact and collaborate in my community and
School and Global Comminteract and collaborate in the Section In meiner Lebenswelt	their community and the globalized world. Title	n and beyond the classroom to Can-Do/Description I can use the German language both within and beyond my classroom to interact and collaborate in my community and the globalized world.
School and Global Comminteract and collaborate in the Section In meiner Lebenswelt Lifelong Learning: Learner	their community and the globalized world. Title ers set goals and reflect on their progress in us	n and beyond the classroom to Can-Do/Description I can use the German language both within and beyond my classroom to interact and collaborate in my community and the globalized world.
School and Global Comminteract and collaborate in the Section In meiner Lebenswelt	their community and the globalized world. Title ers set goals and reflect on their progress in us	n and beyond the classroom to Can-Do/Description I can use the German language both within and beyond my classroom to interact and collaborate in my community and the globalized world.
School and Global Comminteract and collaborate in the Section In meiner Lebenswelt Lifelong Learning: Learner	their community and the globalized world. Title ers set goals and reflect on their progress in us	n and beyond the classroom to Can-Do/Description I can use the German language both within and beyond my classroom to interact and collaborate in my community and the globalized world.

For more information about this or any other title, go to VocesDigital.com or call 1-800-848-0256.

