

Alignment to Michigan World Language Standards and Benchmarks

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 Michigan World Language Standards and Benchmarks. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Einheit 1: Schule			
1. Communication: Communicate in Languages Other Than English			
1.1 Interpersonal Communication (IP): Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange 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 (IT): Students understand and interpret written and spoken language 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.
<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.

1.3 Presentational Communication (PS): Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

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	<i>Meine originelle Geschichte!</i>	Writing	I can write an original

and 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	Presentation Writing	Writing	I can write a text message to my host family.
2. Cultures: Gain Knowledge and Understand of Other Cultures			
2.1 Practices and Perspectives: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture 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.	
2.2 Products and Perspectives: Students demonstrate an understanding of the relationship between the products and perspectives of the culture 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.	
3. Connections: Connect with Other Disciplines and Acquire Information			
3.1 Knowledge: Students reinforce and further their knowledge of other disciplines through the world language.			
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 Point of View: Students acquire information and recognize the distinctive viewpoints that are only available through the world 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.	
4. Comparisons: Develop Insight into the Nature of Language and Culture			
4.1 Comparing Languages: Students demonstrate understanding of 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</i>	<i>Wichtiges Vokabular</i>	Story vocabulary	

<i>kann nicht schreiben</i>	Story Script	
<i>Kurzgeschichte 3: Neu in der Schule</i>	Wichtiges Vokabular Story Script	Story vocabulary
<i>Kurzgeschichte 4: Wo ist der Laptop?</i>	Wichtiges Vokabular Story Script	Story vocabulary
4.2 Comparing Cultures: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.		
Section	Title	Can-Do/Description
<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.
5. Communities: Participate in Multilingual Communities at Home and Around the World		
5.1 Use of Language: Students use the language both within and beyond the school setting.		
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 Personal Enrichment: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.		
Section	Title	Can-Do/Description
Can-Do Assessment		Setting personal language goals, self-assessment on Can-Do statements, and unit reflection

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