

## Alignment to the 2016 Mississippi World Languages Framework

### 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 2016 Mississippi World Languages Framework. If you have any questions, call 1-800-848-0256 or email [info@vocesdigital.com](mailto:info@vocesdigital.com).

<b>Einheit1: Schule</b>			
<b>Communication</b>			
<b>1. Interpersonal</b> –Communicate on very familiar topics using a variety of words and phrases that have been practiced and memorized.			
<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>2. Presentational Speaking</b> – Present information orally about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<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.
End-of-Unit Review and Assessment	<i>Erzähle uns eine originelle Geschichte!</i>	Speaking	I can tell an original story.
<b>3. Presentational Writing</b> – Write short messages and notes on familiar topics related to everyday life.			
<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>	Aktivität 2: <i>Beschreibe die Bilder!</i>	Writing	I can write brief descriptions of illustrations for a story about a missing laptop.
<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.
Integrated Performance Assessment	Presentational Writing	Writing	I can write a text message to my host family.
<b>4. Interpretive Listening</b> – Understand spoken words, phrases, and simple sentences related to everyday life and recognize pieces of information and the main topic of what is being said.			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<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.
<b>5. Interpretive Reading</b> – Understand familiar words, phrases, and sentences within short and simple texts related to everyday life and understand the main idea of what is being said.			
<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.
Integrated Performance Assessment	Interpretive Reading	Reading	I can read, identify, and understand many words in a German class schedule.
<b>Cultures</b>			
<b>1. Relating Cultural Practices to Perspectives</b> —Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.			
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>	
Integrated Performance Assessment	Interpretive Reading	I can compare my class schedule to a typical class schedule of a student in Germany.	
<b>2. Relating Cultural Products to Perspectives</b> – Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.			
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>	
<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.	
<b>Connections</b>			
<b>1. Making Connections</b> –Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.			
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>	
Essential Question Connection		What do you need in order to be successful in school?	
<i>Besuchen wir Deutschland!</i>		Map of Germany	
<b>2. Acquiring Information and Diverse Perspectives</b> – Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.			
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>	
<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.	
<b>Comparisons</b>			
<b>1. Language Comparisons</b> – 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
<b>2. Cultural Comparisons</b> – 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
<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.
<b>Communities</b>		
<b>1. School and Global Communities</b> – 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.
<b>2. Lifelong Learning</b> – Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.		
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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