

Alignment to the New Hampshire Guidelines for World Languages Learning

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 New Hampshire Guidelines for World Languages Learning. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Einheit 1: Schule			
Goal One: Communication			
Communicate in languages other than English			
Standard 1.1 Students engage in conversation, 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.
Standard 1.2 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.

Standard 1.3 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 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.
Goal Two: Cultures			
Gain knowledge and understanding of other cultures			
Standard 2.1 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.	
Standard 2.2 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.	
Goal Three: Connections			
Connect with other disciplines and acquire information			
Standard 3.1 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	
Standard 3.2 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>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	

Goal Four: Comparisons		
Develop insight into the nature of language and culture		
Standard 4.1 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 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
Standard 4.2 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.
Goal Five: Communities		
Standard 5.1 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.
Standard 5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.		
Section	Title	Can-Do/Description
Can-Do Checklist		Setting personal language goals, self-assessment on Can-Do statements, and unit reflection

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

