

## Alignment to Ohio's New Learning Standards: World Languages Grades 9-12

### 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 Ohio's New Learning Standards: World Languages Grades 9-12. 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>Communication Standard</b>			
Communicate effectively in languages other than English in person and via technology.			
<b>Interpersonal Communication</b> Interact and negotiate meaning in spontaneous spoken, written or signed conversations to exchange and share information, reactions, feelings, and opinions.			
<b>Interpersonal Listening and Speaking or Signing</b> Investigate intercultural products, practices and perspectives Interact with culturally appropriate language and behaviors Exchange information and ideas Meet personal needs or address situations Express, react to and support preferences, opinions or viewpoints			
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.
<b>Interpretive Communication</b> Identify, understand and analyze input that is heard, read or viewed on a variety of topics from authentic resources.			
<b>Interpretive Listening and Viewing</b> Investigate intercultural products, practices and perspectives Comprehend informational media or content Comprehend fictional media or content Follow instructions Comprehend overheard or observed conversations			

Section	Title	Mode	Can-Do/Description
<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>Interpretive Reading</b> Investigate intercultural products, practices and perspectives Comprehend informational media or content Comprehend fictional media or content Follow instructions Comprehend written conversations			
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.
Integrated Performance Assessment	Interpretive Reading	Reading	I can read, identify, and understand many words in a German class schedule.
<b>Presentational Communication</b>			

Present information, concepts and viewpoints to inform, explain, persuade and narrate in spoke, written or signed language when negotiation of meaning is not possible.			
<b>Presentational Speaking or Signing</b> Investigate intercultural products, practices and perspectives Communicate with culturally appropriate language and behaviors Inform, describe or explain Provide instructions Narrate about life, events or experiences Support a preference, opinion, viewpoint or argument			
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.
<b>Cultures Standard</b> Interact with cultural competence using knowledge and understanding of native and other cultures.			
<b>Interpretive Intercultural Communication (INT-C)</b> Investigate intercultural products, practices and perspectives Compare intercultural behaviors Comprehend authentic texts that are spoken, written or signed			
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.	

Integrated Performance Assessment	Interpretive Reading	I can compare my class schedule to a typical class schedule of a student in Germany.
<b>Interpersonal Intercultural Communication (INP-C)</b> Investigate intercultural products, practices and perspectives Interact with culturally appropriate language and behaviors Exchange information and ideas Meet personal needs or address situations Express, react to and support opinions or viewpoints		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<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 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.
<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>Interpersonal Literacy (INP-LIT)</b> Communicate, react and show interest Continue and extend conversations Increase comprehensibility and clarity of expression Infer meaning of unfamiliar language Select, use and cite resources		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<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>Presentational Intercultural Communication (P-C)</b> Investigate intercultural products, practices and perspectives Communicate with culturally appropriate language and behaviors Inform, describe or explain Narrate about life, events or experiences Support preferences, opinions or viewpoints		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
Integrated Performance Assessment	Presentational Writing	I can write a text message to my host family.
<i>Geschichte 1: Eine Party</i>	Presentational Speaking: <i>Stellen Sie sich vor!</i>	I can introduce myself to my classmates and teacher.
<i>Extra! Extra!</i>	<i>Die Welt in Fotos: Eine Schule in</i>	I can talk about my school.

	<i>Deutschland: Das Gymnasium in Nörtingen</i>	
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