

Alignment to Texas Essential Knowledge and Skills (TEKS) for Languages Other Than English

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 Texas Essential Knowledge and Skills (TEKS) for Languages Other Than English. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

| Einheit1:Schule | | | |
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| Knowledge and Skills | | | |
| 1. Communication: The student communicates in a language other than English using the skills of listening, speaking, reading, and writing. The student is expected to: | | | |
| (A) Engage in oral and written exchanges of learned material to socialize and to provide and obtain information | | | |
| 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) Demonstrate understanding of simple, clearly spoken, and written language such as simple stories, high-frequency commands, and brief instructions when dealing with familiar 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. |

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| <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. |

(C) Present information using familiar words, phrases, and sentences to listeners and readers

| Section | Title | Mode | Can-Do/Description |
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| <i>Kurzgeschichte 1: Sie hat kein Heft</i> | Presentation 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> | Presentation Speaking: <i>Stellen Sie sich vor!</i> | Speaking | I can introduce myself to my classmates and teacher. |

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| <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. |
| 2. Cultures: The student gains knowledge and understanding of other cultures. The student is expected to: | | | |
| (A) Demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures 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. | |
| (B) Demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures 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: The student uses the language to make connections with other subject areas and to acquire information. The student is expected to: | | | |
| (A) Use resources (that may include technology) in the language and cultures being studied to gain access to information | | | |
| Section | Title | Can-Do/Description | |
| <i>Besuchen wir Deutschland!</i> | | Map of 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. | |

| (B) Use the language to obtain, reinforce, or expand knowledge of other subject areas | | |
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| 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 |
| <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: The student develops insight into the nature of language and culture by comparing the student's own language and culture to another. The student is expected to: | | |
| (A) Demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied | | |
| 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) Demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied | | |
| (C) Demonstrate an understanding of the influence of one language and culture on another | | |
| 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: The student participates in communities at home and around the world by using languages other than English. The student is expected to: | | |
| (A) Use the language both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate | | |
| 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 |

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| | | collaborate in my community and the globalized world. |
| (B) Show evidence of becoming a lifelong learner by using the language for personal enrichment and career development | | |
| 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.

