Alignment to Global Citizenship Standards for Vermont World Languages
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 Global Citizenship Standards for Vermont World Languages. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Einheit 1: Schule			
Knowledge and Skills			
Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.			
Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.			
Section	**Title**	**Mode**	**Can-Do/Description**
Kurzgeschichte 2: Sie kann nicht schreiben	Interpersonal Writing: *Willst du nach der Schule in den Park gehen?*	Writing/Speaking	I can communicate basic information about school to one of my classmates.
Kurzgeschichte 3: Neu in der Schule	Interpersonal Speaking: *Ich habe eine Frage*	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.
Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.			
Section	**Title**	**Mode**	**Can-Do/Description**
Kurzgeschichte 1: Sie hat kein Heft	*Aktivität 1: Richtig oder Falsch?*	Reading	I can read a story about school supplies.
Kurzgeschichte 2: Sie kann nicht schreiben	*Aktivität 1: Richtig oder Falsch?*	Reading	I can read a story about a test.
Kurzgeschichte 3: Neu in der Schule	*Aktivität 1: Wer ist das?*	Reading	I can read a story about a new student at school.
Kurzgeschichte 3: Neu in der Schule	*Aktivität 3: Fragen zum Text*	Reading	I can respond appropriately to questions about a story.
Kurzgeschichte 4: Wo ist der Laptop?	*Aktivität 1: Korrigiere die Sätze!*	Reading	I can read a story about a girl in Berlin.

Section	Title	Mode	Can-Do/Description
Kurzgeschichte 4: Wo ist der Laptop?	*Aktivität 2: Beschreibe die Bilder!*	Reading	I can write brief descriptions of illustrations for a story about a missing laptop.
Kurzgeschichte 4: Wo ist der Laptop?	Interpretive Reading: *Materialliste*	Reading	I can understand a document about school supplies.
Geschichte 1: Eine Party	*Aktivität 1: Was stimmt?*	Reading	I can read a story about a party.
Geschichte 2: Hausaufgaben	*Aktivität 1: Richtig oder Falsch?*	Reading	I can read a story about homework.
Geschichte 2: Hausaufgaben	Interpretive Listening: *Typen von Schülern*	Listening	I can understand a video about different types of students.
Extra! Extra!	*Das Interview: Marina*	Listening	I can understand some of what someone says about where they live and what they study.
Extra! Extra!	*Das Interview: Ingo*	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.

Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.			
Section	**Title**	**Mode**	**Can-Do/Description**
Kurzgeschichte 1: Sie hat kein Heft	Presentational Writing: *Meine Klassen*	Writing	I can list my class schedule.
Kurzgeschichte 4: Wo ist der Laptop?	*Aktivität 2: Beschreibe die Bilder!*	Writing	I can write brief descriptions of illustrations for a story about a missing laptop.
Kurzgeschichte 4: Wo ist der Laptop?	*Aktivität 3: Erzähl die Geschichte!*	Speaking	I can tell a story about a missing laptop.
Geschichte 1: Eine Party	Presentational Speaking: *Stellen Sie sich vor!*	Speaking	I can introduce myself to my classmates and teacher.
Extra! Extra!	*Die Welt in Fotos: Eine Schule in Deutschland: Das Gymnasium in Nörtingen*	Speaking	I can talk about my school.
Extra! Extra!	*Das Panorama: Die Eschenschule*	Writing	I can write about a panorama of a German schoolyard.

End-of-Unit Review and Assessment	*Meine originelle Geschichte!*	Writing	I can write an original story.
End-of-Unit Review and Assessment	*Erzähle uns eine originelle Geschichte!*	Speaking	I can tell an original story.
Integrated Performance Assessment	Presentational Writing	Writing	I can write a text message to my host family.

Cultures: Interact with cultural competence and understanding.

Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives 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.

Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Section	Title	Can-Do/Description
Extra! Extra!	*Das Interview: Ingo*	I can understand some of what someone says about where they buy their groceries in Germany.
Extra! Extra!	*Das Panorama: Die Eschenschule*	I can write about a panorama of a German schoolyard.

Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.

Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

Section	Title	Can-Do/Description
Essential Question Connection		What do you need in order to be successful in school?
Besuchen wir Deutschland!		Map of Germany

Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

Section	Title	Can-Do/Description
Extra! Extra!	*Das Panorama: Die Eschenschule*	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.

Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence.

Language Comparisons: 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
Kurzgeschichte 1: Sie hat kein Heft	*Wichtiges Vokabular* Story Script	Story vocabulary

Kurzgeschichte 2: Sie kann nicht schreiben	*Wichtiges Vokabular* Story Script	Story vocabulary
Kurzgeschichte 3: Neu in der Schule	*Wichtiges Vokabular* Story Script	Story vocabulary
Kurzgeschichte 4: Wo ist der Laptop?	*Wichtiges Vokabular* Story Script	Story vocabulary

Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the nature of culture through comparisons of the culture studied and their own.		
Section	**Title**	**Can-Do/Description**
Extra! Extra!	*Die Welt in Fotos: Eine Schule in Deutschland: Das Gymnasium in Nörtingen*	I can compare my school to a typical school in Germany.
Extra! Extra!	*Das Panorama: Die Eschenschule*	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.

Communities: Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.		
School and Global Communities: 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**
In meiner Lebenswelt		I can use the German language both within and beyond my classroom to interact and collaborate in my community and the globalized world.

Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.		
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.