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 <u>info@vocesdigital.com</u>.

Einheit 1: Schule			
Knowledge and Skills			
variety of situations and fe	1 1 1		
	tion: Learners interact and negotiate nation, reactions, feelings, and opini		, signed, or written
Section	Title	Mode	Can-Do/Description
Kurzgeschichte 2: Sie kann nicht schreiben	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: 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 Communicati a variety of topics.	on: Learners understand, interpret, a	nd analyze what is h	heard, read, or viewed on
Section	Title	Mode	Can-Do/Description
<i>Kurzgeschichte 1: Sie hat kein Heft</i>	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.
<i>Kurzgeschichte 3: Neu in der Schule</i>	Aktivität 1: Wer ist das?	Reading	I can read a story about a new student at school.
<i>Kurzgeschichte 3: Neu in der Schule</i>	Aktivität 3: Fragen zum Text	Reading	I can respond appropriately to questions about a story.
<i>Kurzgeschichte 4: Wo ist der Laptop?</i>	Aktivität 1: Korrigiere die Sätze!	Reading	I can read a story about a girl in Berlin.

Kurzgeschichte 4: Wo is	t Aktivität 2: Beschreibe die	Reading	I can write brief
der Laptop?	Bilder!		descriptions of
			illustrations for a story
			about a missing laptop.
Kurzgeschichte 4: Wo is	· · ·	Reading	I can understand a
der Laptop?	Materialliste		document about school
			supplies.
Geschichte 1: Eine Part	y Aktivität 1: Was stimmt?	Reading	I can read a story about a
<u> </u>			party.
<i>Geschichte 2:</i>	Aktivität 1: Richtig oder Falsch?	Reading	I can read a story about
Hausaufgaben		T	homework.
Geschichte 2:	Interpretive Listening: <i>Typen von</i> Schülern	Listening	I can understand a video
Hausaufgaben	Schulern		about different types of students.
Extra! Extra!	Das Interview: Marina	Listening	I can understand some of
Exira! Exira!	Dus Interview. Murina	Listening	what someone says about
			where they live and what
			they study.
Extra! Extra!	Das Interview: Ingo	Listening	I can understand some of
		0	what someone says about
			where they buy their
			groceries in Germany.
Integrated Performance	Interpretive Reading	Reading	I can read, identify, and
Assessment			understand many words
			in a German class
			schedule.
	inication: Learners present information,		
	a variety of topics using appropriate me	dia and adapting	g to various audiences of
listeners, readers, or vie			
Section	Title	Mode	Can-Do/Description
Kurzgeschichte 1: Sie	Presentational Writing: Meine	Writing	
hat kein Heft		U	I can list my class
	Klassen	Ū.	schedule.
		Writing	schedule. I can write brief
<i>Kurzgeschichte 4: Wo</i> <i>ist der Laptop?</i>	Klassen	Ū.	schedule. I can write brief descriptions of
	Klassen	Ū.	schedule. I can write brief descriptions of illustrations for a story
	Klassen Aktivität 2: Beschreibe die Bilder!	Writing	schedule. I can write brief descriptions of illustrations for a story about a missing laptop.
ist der Laptop? Kurzgeschichte 4: Wo	Klassen	Ū.	schedule.I can write brief descriptions of illustrations for a story about a missing laptop.I can tell a story about a
ist der Laptop? Kurzgeschichte 4: Wo ist der Laptop?	Klassen Aktivität 2: Beschreibe die Bilder! Aktivität 3: Erzähl die Geschichte!	Writing Speaking	schedule.I can write brief descriptions of illustrations for a story about a missing laptop.I can tell a story about a missing laptop.
ist der Laptop? Kurzgeschichte 4: Wo ist der Laptop? Geschichte 1: Eine	Klassen Aktivität 2: Beschreibe die Bilder! Aktivität 3: Erzähl die Geschichte! Presentational Speaking: Stellen Sie	Writing	schedule.I can write brief descriptions of illustrations for a story about a missing laptop.I can tell a story about a missing laptop.I can introduce myself
ist der Laptop? Kurzgeschichte 4: Wo ist der Laptop?	Klassen Aktivität 2: Beschreibe die Bilder! Aktivität 3: Erzähl die Geschichte!	Writing Speaking	schedule.I can write brief descriptions of illustrations for a story about a missing laptop.I can tell a story about a missing laptop.I can introduce myself to my classmates and
ist der Laptop? Kurzgeschichte 4: Wo ist der Laptop? Geschichte 1: Eine Party	Klassen Aktivität 2: Beschreibe die Bilder! Aktivität 3: Erzähl die Geschichte! Presentational Speaking: Stellen Sie sich vor!	Writing Speaking Speaking	schedule.I can write brief descriptions of illustrations for a story about a missing laptop.I can tell a story about a missing laptop.I can introduce myself to my classmates and teacher.
ist der Laptop? Kurzgeschichte 4: Wo ist der Laptop? Geschichte 1: Eine Party	Klassen Aktivität 2: Beschreibe die Bilder! Aktivität 3: Erzähl die Geschichte! Presentational Speaking: Stellen Sie sich vor! Die Welt in Fotos: Eine Schule in	Writing Speaking	schedule.I can write brief descriptions of illustrations for a story about a missing laptop.I can tell a story about a missing laptop.I can introduce myself to my classmates and teacher.I can talk about my
ist der Laptop? Kurzgeschichte 4: Wo ist der Laptop? Geschichte 1: Eine	Klassen Aktivität 2: Beschreibe die Bilder! Aktivität 3: Erzähl die Geschichte! Presentational Speaking: Stellen Sie sich vor! Die Welt in Fotos: Eine Schule in Deutschland: Das Gymnasium in	Writing Speaking Speaking	schedule.I can write brief descriptions of illustrations for a story about a missing laptop.I can tell a story about a missing laptop.I can introduce myself to my classmates and teacher.
ist der Laptop? Kurzgeschichte 4: Wo ist der Laptop? Geschichte 1: Eine Party Extra! Extra!	Klassen Aktivität 2: Beschreibe die Bilder! Aktivität 3: Erzähl die Geschichte! Presentational Speaking: Stellen Sie sich vor! Die Welt in Fotos: Eine Schule in Deutschland: Das Gymnasium in Nörtingen	Writing Speaking Speaking Speaking	schedule. I can write brief descriptions of illustrations for a story about a missing laptop. I can tell a story about a missing laptop. I can introduce myself to my classmates and teacher. I can talk about my school.
ist der Laptop? Kurzgeschichte 4: Wo ist der Laptop? Geschichte 1: Eine Party	Klassen Aktivität 2: Beschreibe die Bilder! Aktivität 3: Erzähl die Geschichte! Presentational Speaking: Stellen Sie sich vor! Die Welt in Fotos: Eine Schule in Deutschland: Das Gymnasium in	Writing Speaking Speaking	schedule.I can write brief descriptions of illustrations for a story about a missing laptop.I can tell a story about a missing laptop.I can introduce myself to my classmates and teacher.I can talk about my

End-of-Unit Review	Meine originelle Geschichte!	Writing	Log	n write an original	
and Assessment		witting	stor	-	
End-of-Unit Review	Erzähle uns eine originelle	Speaking		n tell an original	
and Assessment	Geschichte!	Speaking	stor	-	
Integrated Performance	Presentational Writing	Writing		n write a text	
Assessment		witting		sage to my host	
Assessment			fam		
Cultures. Interact wit	h cultural competence and underst	tanding	14111	пу.	
	tices to Perspectives: Learners use t	U	invoctigato av	main and reflect on	
	the practices and perspectives of the			piani, and reflect of	
Section	Title	cultures studi	Can-Do/Description		
			•		
Integrated Performance	Interpretive Reading			my class schedule	
Assessment				ss schedule of a	
		1 1 4	student in Ger		
	lucts to Perspectives: Learners use the products and perspectives of the			plain, and reflect on	
Section	Title		Can-Do/Description		
Extra! Extra!	Das Interview: Ingo		I can understand some of what		
			someone says	about where they	
				eries in Germany.	
				I can write about a panorama of a	
Extra! Extra!	Das Panorama: Die Eschenschule			out a panorama of a	
			I can write abo German schoo	lyard.	
Connections: Connect order to use the langua Making Connections: I	t with other disciplines and acquir age to function in academic and ca Learners build, reinforce, and expand	e information reer-related s their knowled	I can write abo German schoo n and diverse p situations.	lyard. perspectives in	
Connections: Connect order to use the langua Making Connections: I the language to develop	t with other disciplines and acquir age to function in academic and ca Learners build, reinforce, and expand critical thinking and to solve problem	e information reer-related s their knowled as creatively.	I can write abo German schoo n and diverse p situations. ge of other disc	lyard. perspectives in ciplines while using	
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Connections: Connect order to use the langua Making Connections: I the language to develop Section Essential Question Connection Besuchen wir Deutschlau Acquiring Information perspectives that are ava Section Extra! Extra! Integrated Performance Assessment Comparisons: Develop cultural competence. Language Comparisons language through compa	t with other disciplines and acquir age to function in academic and ca Learners build, reinforce, and expand critical thinking and to solve problem Title nection <i>nd!</i> and Diverse Perspectives: Learners ilable through the language and its cu Title <i>Das Panorama: Die Eschenschule</i> Interpretive Reading op insight into the nature of language s: Learners use the language to invest arisons of the language studied and th	e information reer-related s their knowled as creatively.	I can write abo German school and diverse p situations. ge of other diso Can-Do/Descr What do you ne successful in sc Map of German valuate informa <u>Can-Do/Desc</u> I can write abo German school I can compare to a typical cla student in Ger re in order to i	lyard. perspectives in ciplines while using iption eed in order to be hool? hy tion and diverse ription out a panorama of a hyard. my class schedule ass schedule of a many. nteract with the nature of	
Connections: Connect order to use the langua Making Connections: I the language to develop Section Essential Question Conn Besuchen wir Deutschlan Acquiring Information perspectives that are ava Section Extra! Extra! Integrated Performance Assessment Comparisons: Develor cultural competence. Language Comparisons	t with other disciplines and acquir age to function in academic and ca Learners build, reinforce, and expand critical thinking and to solve problem Title nection <i>nd!</i> and Diverse Perspectives: Learners ilable through the language and its cu Title <i>Das Panorama: Die Eschenschule</i> Interpretive Reading op insight into the nature of language s: Learners use the language to inves	e information reer-related s their knowled as creatively.	I can write abo German school and diverse p situations. ge of other disc Can-Do/Descr What do you ne successful in sc Map of German valuate informat Can-Do/Desc I can write abo German school I can compare to a typical cla student in Ger	lyard. perspectives in ciplines while using ciplines while using ced in order to be hool? tion and diverse ription out a panorama of a lyard. my class schedule uss schedule of a many. nteract with the nature of ription	

Kurzgeschichte 2: Sie	Wichtiges Vokabular	Story vocabulary	
kann nicht schreiben	Story Script		
Kurzgeschichte 3: Neu	Wichtiges Vokabular	Story vocabulary	
in der Schule	Story Script		
Kurzgeschichte 4: Wo	Wichtiges Vokabular	Story vocabulary	
ist der Laptop?	Story Script		
Cultural Comparisons:	Learners use the language to investigate, explain	n, and reflect on the nature of culture	
through comparisons of t	he culture studied and their own.		
Section	Title	Can-Do/Description	
Extra! Extra!	Die Welt in Fotos: Eine Schule in	I can compare my school to a	
	Deutschland: Das Gymnasium in Nörtingen	typical school in Germany.	
Extra! Extra!	Das Panorama: Die Eschenschule	I can write about a panorama of a	
		German schoolyard.	
Integrated Performance	Interpretive Reading	I can compare my class schedule to	
Assessment		a typical class schedule of a student	
		in Germany.	
Communities: Comm	unicate and interact with cultural competence	e in order to participate in	
	ies at home and around the world.	1 1	
	munities: Learners use the language both withir	and beyond the classroom to	
	n 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: Lear	mers set goals and reflect on their progress in usi		
enrichment, and advance			
Section	Title	Can-Do/Description	
	•		
Can-Do Checklist		Setting personal language goals.	
Can-Do Checklist		Setting personal language goals, self-assessment on Can-Do	
Can-Do Checklist		Setting personal language goals, self-assessment on Can-Do statements, and unit reflection	

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