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 | |
| Connections: Connect order to use the langua Making Connections: I the language to develop Section | 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 | re information reer-related s their knowled ns creatively. | I can write abo German schoo n and diverse p situations. ge of other disc Can-Do/Descr | lyard. perspectives in ciplines while using | |
| 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 Title | re information preer-related s their knowled as creatively. | I can write abo German schoo n and diverse p situations. ge of other diso Can-Do/Descr What do you ne | lyard. perspectives in ciplines while using iption eed in order to be | |
| Connections: Connect order to use the languat Making Connections: It the language to develop Section Essential Question Conn | 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 | re information areer-related s their knowled as creatively. | I can write abo German schoo n and diverse p situations. ge of other disc Can-Do/Descr What do you ne successful in sc | lyard. perspectives in ciplines while using iption eed in order to be hool? | |
| Connections: Connect order to use the langua Making Connections: I the language to develop Section Essential Question Conn Besuchen wir Deutschlat | 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 | re information areer-related s their knowled ns creatively. | I can write abo German schoo n and diverse p situations. ge of other diso Can-Do/Descr What do you no successful in sc Map of German | lyard. perspectives in ciplines while using iption ced in order to be hool? | |
| 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 | 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 | re information preer-related s their knowled ns creatively. | I can write abo German schoo n and diverse p situations. ge of other diso Can-Do/Descr What do you no successful in sc Map of German | lyard. perspectives in ciplines while using iption ced in order to be hool? | |
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| 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! | 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 | e information reer-related s their knowled ns 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 | blyard. perspectives in ciplines while using iption eed in order to be hool? hy tion and diverse ription out a panorama of a | |
| Connections: Connect order to use the langua Making Connections: I the language to develop Section Essential Question Conn Besuchen wir Deutschlat Acquiring Information perspectives that are ava Section | 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> | e information reer-related s their knowled ns 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 informa <u>Can-Do/Desc</u> I can write abo German school I can compare | lyard. perspectives in ciplines while using iption eed in order to be hool? hy tion and diverse ription out a panorama of a lyard. | |
| Connections: Connect order to use the langua Making Connections: I the language to develop Section Essential Question Conn Besuchen wir Deutschlar Acquiring Information perspectives that are ava Section Extra! Extra! Integrated Performance | 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> | e information reer-related s their knowled ns 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 informa <u>Can-Do/Desc</u> I can write abo German school I can compare | lyard. perspectives in ciplines while using iption eed in order to be hool? tion and diverse ription out a panorama of a lyard. my class schedule uss schedule of a | |
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| 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 iption eed in order to be hool? Ty tion and diverse ription out a panorama of a lyard. my class schedule uss schedule of a many. nteract with | |
| 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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