

Alignment to World Language Standards of Learning for Virginia Public Schools

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 World Language Standards of Learning for Virginia Public Schools. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Einheit 1: Schule		
Interpretive Communication		
STANDARD 1: Investigate Intercultural Products, Practices and Perspectives through Interpretive Communication (Interpretive Mode) 1.NL Recognize a few typical products and practices related to familiar, everyday life in native and other cultures. 1.NM Identify typical products and practices related to familiar, everyday life in native and other cultures to help understand perspectives. 1.NH Identify and compare typical products and practices related to familiar, everyday life in native and other cultures to help understand perspectives.		
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.
<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 read, identify, and understand many words in a German class schedule.
<i>Extra! Extra!</i>	<i>Das Interview: Marina</i>	I can understand some of what someone says about where they live and what they study.
<i>Geschichte 2: Hausaufgaben</i>	Interpretive Listening: <i>Typen von Schülern</i>	I can understand a video about different types of students.

STANDARD 2: Compare Intercultural Behaviors

2.NL Recognize a few very simple behaviors in other cultures.

2.NM Identify familiar or everyday behaviors in other cultures.

2.NH Identify and compare familiar or everyday behaviors in native and other cultures.

Section	Title	Can-Do/Description
<i>Geschichte 2: Hausaufgaben</i>	Interpretive Listening: <i>Typen von Schülern</i>	I can understand a video about different types of students.
<i>Extra! Extra!</i>	<i>Das Interview: Marina</i>	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>	I can understand some of what someone says about where they buy their groceries in Germany.
Integrated Performance Assessment	Interpretive Reading	I can read, identify, and understand many words in a German class schedule.
Integrated Performance Assessment	Interpretive Reading	I can compare my class schedule to a typical class schedule of a student in Germany.

STANDARD 3: Comprehend Authentic Texts that are Spoken, Written, or Signed

3.NL Understand a few familiar words or phrases in authentic informational texts; authentic fictional texts; and overheard or observed conversations.

3.NM Understand very basic information in authentic informational texts; authentic fictional texts; and overheard or observed conversations.

3.NH Understand the topic and some isolated facts in authentic informational texts; authentic fictional texts; and overheard or observed conversations.

Section	Title	Can-Do/Description
<i>Kurzgeschichte 1: Sie hat kein Heft</i>	<i>Aktivität 1: Richtig oder Falsch?</i>	I can read a story about school supplies.
<i>Kurzgeschichte 2: Sie kann nicht schreiben</i>	<i>Aktivität 1: Richtig oder Falsch?</i>	I can read a story about a test.
<i>Kurzgeschichte 3: Neu in der Schule</i>	<i>Aktivität 1: Wer ist das?</i>	I can read a story about a new student at school.
<i>Kurzgeschichte 4: Wo ist der Laptop?</i>	<i>Aktivität 1: Korrigiere die Sätze!</i>	I can read a story about a girl in Berlin.
<i>Kurzgeschichte 4: Wo ist der Laptop?</i>	Interpretive Reading: <i>Materialliste</i>	I can understand a document about school supplies.
<i>Geschichte 1: Eine Party</i>	<i>Aktivität 1: Was stimmt?</i>	I can read a story about a party.

<i>Geschichte 2: Hausaufgaben</i>	<i>Aktivität 1: Richtig oder Falsch?</i>	I can read a story about homework.
<i>Geschichte 2: Hausaufgaben</i>	Interpretive Listening: <i>Typen von Schülern</i>	I can understand a video about different types of students.
<i>Extra! Extra!</i>	<i>Das Interview: Marina</i>	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>	I can understand some of what someone says about where they buy their groceries in Germany.
Integrated Performance Assessment	Interpretive Reading	I can read, identify, and understand many words in a German class schedule.
Integrated Performance Assessment	Interpretive Reading	I can compare my class schedule to a typical class schedule of a student in Germany.

Interpersonal Communication

STANDARD 4: Investigate Intercultural Products, Practices and Perspectives (Interpersonal Mode)

4.NL Identify a few typical products and practices related to familiar, everyday life in native and other cultures.

4.NM Identify typical products and practices related to familiar, everyday life to help understand perspectives of native and other cultures.

4.NH Identify products and practices related to everyday life to help understand perspectives of native and other cultures.

Section	Title	Can-Do/Description
<i>Kurzgeschichte 2: Sie kann nicht schreiben</i>	Interpersonal Writing: <i>Willst du nach der Schule in den Park gehen?</i>	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>	I can talk about school supplies and where to get them.
Integrated Performance Assessment	Interpersonal Speaking	I can have a simple conversation with a student in German.

STANDARD 5: Interact with Culturally Appropriate Language and Behaviors (Interpersonal Mode)

5.NL Interact in very familiar situations using practiced language and behaviors and show cultural awareness by recognizing a few culturally inappropriate behaviors.

5.NM Interact in very familiar situations using practiced language and behaviors and show cultural awareness by recognizing culturally inappropriate behaviors.

5.NH Interact in familiar, everyday situations using practiced language and behaviors and show cultural awareness by recognizing culturally inappropriate behaviors

Section	Title	Can-Do/Description
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<i>Kurzgeschichte 2: Sie kann nicht schreiben</i>	Interpersonal Writing: <i>Willst du nach der Schule in den Park gehen?</i>	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>	I can talk about school supplies and where to get them.
Integrated Performance Assessment	Interpersonal Speaking	I can have a simple conversation with a student in German.
<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.

STANDARD 6: Exchange Information and Ideas

6.NL Provide basic oral or signed information on very familiar topics.

6.NM Request and share simple oral or signed information on familiar or everyday topics.

6.NH Request and share oral or signed information on familiar and everyday topics.

Section	Title	Can-Do/Description
<i>Kurzgeschichte 2: Sie kann nicht schreiben</i>	Interpersonal Writing: <i>Willst du nach der Schule in den Park gehen?</i>	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>	I can talk about school supplies and where to get them.
Integrated Performance Assessment	Interpersonal Speaking	I can have a simple conversation with a student in German.
<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.

STANDARD 7: Meet Personal Needs or Address Situations

7.NL Express a few basic personal needs in very familiar situations.

7.NM Express basic needs in familiar or everyday situations.

7.NH Interact with others to meet basic needs in familiar and everyday situations.

Section	Title	Can-Do/Description
<i>Kurzgeschichte 2: Sie kann nicht schreiben</i>	Interpersonal Writing: <i>Willst du nach der Schule in den Park gehen?</i>	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>	I can talk about school supplies and where to get them.

STANDARD 8: Express, React to and Support Preferences, Opinions or Viewpoints

8.NL Express a few basic preferences or feelings.

8.NM Express basic preferences or feelings and react to those of others.

8.NH Express, ask about, and react to simple preferences, feelings, or opinions on familiar topics.

Section	Title	Can-Do/Description
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<i>Kurzgeschichte 2: Sie kann nicht schreiben</i>	Interpersonal Writing: <i>Willst du nach der Schule in den Park gehen?</i>	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>	I can talk about school supplies and where to get them.
Integrated Performance Assessment	Interpersonal Speaking	I can have a simple conversation with a student in German.
<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.
Presentational Communication		
STANDARD 9: Investigate Intercultural Products, Practices and Perspectives (Presentational Mode) 9.NL Identify a few typical products and practices related to familiar, everyday life in native and other cultures. 9.NM Identify typical products and practices related to familiar, everyday life to help understand perspectives of native and other cultures. 9.NH Identify similarities and differences between typical products and practices related to everyday life to help understand perspectives of native and other cultures.		
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 talk about my school.
<i>Extra! Extra!</i>	<i>Das Panorama: Die Eschenschule</i>	I can write about a panorama of a German schoolyard.
STANDARD 10: Communicate with Culturally Appropriate Language and Behaviors (Presentational Mode) 10.NL Present in very familiar intercultural situations using memorized or practiced language and behaviors. 10.NM Present in very familiar intercultural situations using practiced or learned language and behaviors. 10.NH Present in very familiar situations using appropriate learned behaviors to show basic cultural awareness.		
Section	Title	Can-Do/Description
<i>Kurzgeschichte 1: Sie hat kein Heft</i>	Presentational Writing: <i>Meine Klassen</i>	I can list my class schedule.
<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 Deutschland: Das Gymnasium in Nörtingen</i>	I can talk about my school.
Integrated Performance Assessment	Presentational Writing	I can write a text message to my host family.
STANDARD 11: Inform, Describe, Explain, or Provide Instruction 11.NL Name very familiar people, places, and objects. 11.NM Give simple information about very familiar topics. 11.NH Give simple descriptions of familiar and everyday topics.		
Section	Title	Can-Do/Description
<i>Kurzgeschichte 1: Sie hat kein Heft</i>	Presentational Writing: <i>Meine Klassen</i>	I can list my class schedule.

<i>Kurzgeschichte 4: Wo ist der Laptop?</i>	<i>Aktivität 2: Beschreibe die Bilder!</i>	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>	I can tell a story about a missing laptop.
STANDARD 12: Narrate About Life, Events, or Experiences 12.NL Provide very basic details about self. 12.NM Provide simple details about self, interests, and activities. 12.NH Provide details about personal life, interests, and activities.		
Section	Title	Can-Do/Description
<i>Kurzgeschichte 1: Sie hat kein Heft</i>	Presentational Writing: <i>Meine Klassen</i>	I can list my class schedule.
<i>Kurzgeschichte 4: Wo ist der Laptop?</i>	<i>Aktivität 3: Erzähl die Geschichte!</i>	I can tell a story about a missing laptop.
<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 Deutschland: Das Gymnasium in Nörtingen</i>	I can talk about my school.
End-of-Unit Review and Assessment	<i>Meine originelle Geschichte!</i>	I can write an original story.
End-of-Unit Review and Assessment	<i>Erzähle uns eine originelle Geschichte!</i>	I can tell an original story.
Integrated Performance Assessment	Presentational Writing	I can write a text message to my host family.
STANDARD 13: Support Preferences, Opinions, or Viewpoints 13.NL Express likes and dislikes about very familiar topics from native and other cultures. 13.NM Express likes and dislikes about familiar topics from native and other cultures. 13.NH Express preferences on familiar and everyday topics or topics of interest from native and other cultures.		
Section	Title	Can-Do/Description
Integrated Performance Assessment	Presentational Writing	I can write a text message to my host family.
Communicative Literacy		
STANDARD 14: Develop Interpretive Literacy 14.1 Infer Meaning and Nuances of Texts 14.2 Recognize and Use Organizational Features of Texts 14.3 Apply Self-Questioning Skills 14.4 Make Text Connections 14.5 Select, Use and Cite Resources		
Section	Title	Can-Do/Description
<i>Kurzgeschichte 1: Sie hat kein Heft</i>	<i>Aktivität 1: Richtig oder Falsch?</i>	I can read a story about school supplies.
<i>Kurzgeschichte 2: Sie kann nicht schreiben</i>	<i>Aktivität 1: Richtig oder Falsch?</i>	I can read a story about a test.
<i>Kurzgeschichte 3: Neu in der Schule</i>	<i>Aktivität 1: Wer ist das?</i>	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>	I can respond appropriately to questions about a story.
<i>Kurzgeschichte 4: Wo ist der Laptop?</i>	<i>Aktivität 1: Korrigiere die Sätze!</i>	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>	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>	I can understand a document about school supplies.
<i>Geschichte 1: Eine Party</i>	<i>Aktivität 1: Was stimmt?</i>	I can read a story about a party.
<i>Geschichte 2: Hausaufgaben</i>	<i>Aktivität 1: Richtig oder Falsch?</i>	I can read, identify, and understand many words in a German class schedule.
STANDARD 15: Develop Interpersonal Literacy 15.1 Communicate, React, and Show Interest 15.2 Continue and Extend Conversations 15.3 Increase Comprehensibility and Clarity of Expression 15.4 Infer Meaning of Unfamiliar Language 15.5 Select, Use and Cite Resources		
Section	Title	Can-Do/Description
<i>Kurzgeschichte 2: Sie kann nicht schreiben</i>	Interpersonal Writing: <i>Willst du nach der Schule in den Park gehen?</i>	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>	I can talk about school supplies and where to get them.
Integrated Performance Assessment	Interpersonal Speaking	I can have a simple conversation with a student in German.
STANDARD 16: Develop Presentational Literacy 16.1 Choose Relevant, Authentic Content and Concepts 16.2 Organize Information 16.3 Increase Comprehensibility and Clarity of Expression 16.4 Maintain and Increase Audience Interest 16.5 Select, Use and Cite Resources		
Section	Title	Can-Do/Description
<i>Kurzgeschichte 1: Sie hat kein Heft</i>	Presentational Writing: <i>Meine Klassen</i>	I can list my class schedule.
<i>Kurzgeschichte 4: Wo ist der Laptop?</i>	<i>Aktivität 2: Beschreibe die Bilder!</i>	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>	I can tell a story about a missing laptop.
<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 Deutschland: Das Gymnasium in Nörtingen</i>	I can talk about my school.

<i>Extra! Extra!</i>	<i>Das Panorama: Die Eschenschule</i>	I can write about a panorama of a German schoolyard.
End-of-Unit Review and Assessment	<i>Meine originelle Geschichte!</i>	I can write an original story.
End-of-Unit Review and Assessment	<i>Erzähle uns eine originelle Geschichte!</i>	I can tell an original story.
Integrated Performance Assessment	Presentation Writing	I can write a text message to my host family.

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