

Alignment to Georgia Performance Standards for Modern Languages Level 1

Voces® *Unsere Geschichten* ~ Stufe 2 ~ Einheit 1

Unsere Geschichten, Stufe 2 is an interactive German Comprehensible Input (CI) curriculum with proficiency-based materials for novice-level learners. *Unsere Geschichten, Stufe 2* will take your students through a Novice-Mid level 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 2* aligns to the Georgia Performance Standards for Modern Languages Level 1. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Einheit 1: Reisen und Freizeit			
1. Communication			
Interpersonal Mode of Communication (IP) MLI.IP1 – The students exchange simple spoken and written information in the target language, utilizing cultural references where appropriate. MLI.IP2 – The students demonstrate skills necessary to sustain brief oral and written exchanges in the target language.			
Section	Title	Mode	Can-Do/Description
<i>Kurzgeschichte 1: In der Touristeninformation</i>	Interpersonal Writing: <i>SMS aus Deutschland</i>	Writing	I can communicate information about a famous city in Germany.
<i>Geschichte: In der Jugendherberge</i>	Interpersonal Speaking: <i>In der Jugendherberge</i>	Speaking	I can talk and ask questions about what a youth hostel has to offer.
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can talk about what there is to see and do in Leipzig.
Interpretive Mode of Communication (INT) MLI.INT1 – The students demonstrate understanding of simple spoken and written language presented through a variety of media in the target language and based on topics such as self, family, school, etc. MLI.INT2 – The students interpret verbal and non-verbal cues to understand simple spoken and written messages in the target language.			
Section	Title	Mode	Can-Do/Description
<i>Kurzgeschichte 1: In der Touristeninformation</i>	<i>Aktivität 1: Lückentext</i>	Reading	I can read a story about a Tourist Information Office.
<i>Kurzgeschichte 1: In der Touristeninformation</i>	Interpretive Listening: <i>München in 5 Minuten</i>	Listening	I can understand a video about the city of Munich.

<i>Kurzgeschichte 2: Eine Reise nach Mallorca</i>	<i>Aktivität 1: Was stimmt?</i>	Reading	I can read a story about packing for a trip to Mallorca.
<i>Kurzgeschichte 2: Eine Reise nach Mallorca</i>	Interpretive Reading: <i>Das Konzertposter</i>	Reading	I can understand a concert poster.
<i>Kurzgeschichte 3: Überraschung!</i>	<i>Aktivität 1: Korrigiere die Sätze!</i>	Reading	I can read a story about two friends surprising each other.
<i>Kurzgeschichte 4: Auf dem Weg zum Café</i>	<i>Aktivität 1: Noch ein Problem!</i>	Reading	I can read a story about a girl trying to get to a café.
<i>Geschichte: In der Jugendherberge</i>	<i>Aktivität 1: Neue Perspektive</i>	Reading	I can read a story about staying in youth hostels.
<i>Extra! Extra!</i>	<i>Das Interview: Gabriel</i>	Listening	I can understand what someone says about their hometown.
Integrated Performance Assessment	Interpretive Reading	Reading	I can read a document about places to visit and things to do in Leipzig.

Presentational Mode of Communication (P)

MLI.P1 – The students present information orally and in writing that contains a variety of vocabulary, phrases, and patterns.

MLI.P2 – The students present brief, rehearsed material in the target language, such as dialogues, skits, poetry, and songs.

Section	Title	Mode	Can-Do/Description
<i>Kurzgeschichte 3: Überraschung!</i>	Presentational Speaking: <i>Die Stadt München</i>	Speaking	I can talk about the famous historical and cultural sites in Munich.
<i>Kurzgeschichte 4: Auf dem Weg zum Café</i>	<i>Aktivität 3: Erzähl die Geschichte!</i>	Speaking	I can tell a story about a girl trying to get to a café.
<i>Kurzgeschichte 4: Auf dem Weg zum Café</i>	Presentational Writing: <i>Die Jugendherberge</i>	Writing	I can write about youth hostels in Germany.
<i>Geschichte: In der Jugendherberge</i>	<i>Aktivität 3: Erzähl die Geschichte!</i>	Speaking	I can tell a story about staying in youth hostels.
<i>Extra! Extra!</i>	<i>Das Panorama: Westerland auf der Insel Sylt</i>	Writing	I can write about a panorama of a seaside resort in Germany.
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	Presentation Writing	Writing	I can write a postcard about my trip to Leipzig.
II. Cultural Perspectives, Practices, and Products (CU)			
MLI.CU1 – The students develop an awareness of perspectives, practices, and products of the cultures where the target language is spoken.			
Section	Title	Can-Do/Description	
Kurzgeschichte 1: In der Touristeninformation	Interpretive Listening: München in 5 Minuten	I can understand a video about the city of Munich.	
Extra! Extra!	Die Welt in Fotos: Eine Jugendherberge	I can compare travel accommodations in my city and in Germany.	
Integrated Performance Assessment	Interpretive Reading	I can read a document about places to visit and things to do in Leipzig.	
III. Connections, Comparisons, and Communities (CCC)			
MLI.CCC1 – The students use information acquired in the study of the target and information acquired in other subject areas to reinforce one another.			
MLI.CCC2 – The students demonstrate an understanding of the significance of culture through comparisons between the culture(s) studied and the students’ own culture.			
MLI.CCC3 – The students compare basic elements of the target language to the English language.			
MLI.CCC4 – The students demonstrate an awareness of current events in the target culture(s).			
MLI.CCC5 – The students identify situations and resources in which target language skills and cultural knowledge may be applied beyond the classroom setting, for recreational, educational, and occupational purposes.			
Section	Title	Can-Do/Description	
Essential Question Connection		How does travel influence our worldview? What are the challenges of contemporary life? How do language and culture define identity?	
Kurzgeschichte 1: In der Touristeninformation	Aktivität 1: Lückentext	Interpret a map	
Kurzgeschichte 3: Überraschung!	Presentation Speaking: Die Stadt München	I can talk about the famous historical and cultural sites in Munich.	
Extra! Extra!	Die Welt in Fotos: Eine Jugendherberge	I can compare travel accommodations in my city and in Germany.	
Kurzgeschichte 1: In der Touristeninformation	Interpretive Listening: München in 5 Minuten	I can understand a video about the city of Munich.	

<i>Kurzgeschichte 1: In der Touristeninformation</i>	<i>Wichtiges Vokabular</i> Story Script	Story vocabulary
<i>Kurzgeschichte 2: Eine Reise nach Mallorca</i>	<i>Wichtiges Vokabular</i> Story Script	Story vocabulary
<i>Kurzgeschichte 2: Eine Reise nach Mallorca</i>	<i>Grammatik-Tipp!:</i> Going to + prepositions	Using prepositions
<i>Kurzgeschichte 3: Überraschung!</i>	<i>Wichtiges Vokabular</i> Story Script	Story vocabulary
<i>Kurzgeschichte 3: Überraschung!</i>	<i>Grammatik-Tipp!:</i> Perfekt	Present tense and the present perfect
<i>Kurzgeschichte 4: Auf dem Weg zum Café</i>	<i>Wichtiges Vokabular</i> Story Script	Story vocabulary
Integrated Performance Assessment	Interpretive Reading	I can read a document about places to visit and things to do in Leipzig.
<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.
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.

