

## Alignment to Missouri World Language Course-Level Expectations

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

*Unsere Geschichten, Stufe 2* is an interactive German curriculum framework that was created based on the principles of Acquisition-Driven Instruction and Comprehensible Input. This framework includes the vocabulary, themes, stories, and activities you need to create your custom German curriculum. *Unsere Geschichten, Stufe 2* will take your students through a Novice-Mid level of proficiency and beyond. The 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 Missouri World Languages Course-Level Expectations. If you have any questions, call 1-800-848-0256 or email [info@vocesdigital.com](mailto:info@vocesdigital.com).

<b>Einheit 1: Reisen und Freizeit</b>			
<b>Communication</b>			
1. <b>Interpersonal Mode:</b> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.			
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.
2. <b>Interpretive Mode:</b> Students understand and interpret written and spoken language on a variety of topics.			
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.

3. **Presentational Mode:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

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	Presentational Writing	Writing	I can write a postcard about my trip to Leipzig.

## Cultures

1. **Practices of the Culture:** Students demonstrate an understanding of the practices and perspectives of the cultures studied.

Section	Title	Can-Do/Description
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<i>Kurzgeschichte 1: In der Touristeninformation</i>	Interpretive Listening: <i>München in 5 Minuten</i>	I can understand a video about the city of Munich.
<i>Extra! Extra!</i>	<i>Die Welt in Fotos: Eine Jugendherberge</i>	I can compare travel accommodations in my city and in Germany.
2. <b>Products of the Culture:</b> Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
Integrated Performance Assessment	Interpretive Reading	I can read a document about places to visit and things to do in Leipzig.
<b>Connections</b>		
1. Students reinforce and further their knowledge of other disciplines through the world language.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
Essential Question Connection		How does travel influence our worldview? What are the challenges of contemporary life? How do language and culture define identity?
<i>Kurzgeschichte 1: In der Touristeninformation</i>	<i>Aktivität 1: Lückentext</i>	Interpret a map
<i>Kurzgeschichte 3: Überraschung!</i>	Presentational Speaking: <i>Die Stadt München</i>	I can talk about the famous historical and cultural sites in Munich.
<i>Extra! Extra!</i>	<i>Die Welt in Fotos: Eine Jugendherberge</i>	I can compare travel accommodations in my city and in Germany.
2. Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its cultures.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Kurzgeschichte 1: In der Touristeninformation</i>	Interpretive Listening: <i>München in 5 Minuten</i>	I can understand a video about the city of Munich.
<i>Extra! Extra!</i>	<i>Die Welt in Fotos: Eine Jugendherberge</i>	I can compare travel accommodations in my city and in Germany.
<b>Comparisons</b>		
1. Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>

<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
2. Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Kurzgeschichte 1: In der Touristeninformation</i>	Interpretive Listening: <i>München in 5 Minuten</i>	I can understand a video about the city of Munich.
<i>Kurzgeschichte 3: Überraschung!</i>	Presentational Speaking: <i>Die Stadt München</i>	I can talk about the famous historical and cultural sites in Munich.
<i>Extra! Extra!</i>	<i>Die Welt in Fotos: Eine Jugendherberge</i>	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.
<b>Communities</b>		
1. Students use the target language both within and beyond the school setting.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<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.
2. Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
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](http://VocesDigital.com) or call 1-800-848-0256.

