

Alignment to Nevada Academic Content Standards for World Languages

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 Nevada Academic Content Standards for World Languages. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Einheit 1: Reisen und Freizeit			
1. Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and 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. Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed 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 Communication:** Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

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.

4. **Relating Cultural Practices to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Section	Title	Can-Do/Description
<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.
5. Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.		
Section	Title	Can-Do/Description
Integrated Performance Assessment	Interpretive Reading	I can read a document about places to visit and things to do in Leipzig.
6. Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.		
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?
<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.
7. Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.		
Section	Title	Can-Do/Description
<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.
8. Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.		
Section	Title	Can-Do/Description
<i>Kurzgeschichte 1: In der Touristeninformation</i>	<i>Wichtiges Vokabular</i> Story Script	Story vocabulary

<i>Kurzgeschichte 2: Eine Reise nach Mallorca</i>	Wichtiges Vokabular Story Script	Story vocabulary
<i>Kurzgeschichte 2: Eine Reise nach Mallorca</i>	Grammatik-Tipp!: Going to + prepositions	Using prepositions
<i>Kurzgeschichte 3: Überraschung!</i>	Wichtiges Vokabular Story Script	Story vocabulary
<i>Kurzgeschichte 3: Überraschung!</i>	Grammatik-Tipp!: Perfekt	Present tense and the present perfect
<i>Kurzgeschichte 4: Auf dem Weg zum Café</i>	Wichtiges Vokabular Story Script	Story vocabulary
9. Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.		
Section	Title	Can-Do/Description
<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>	Presentation 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.
10. School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.		
Section	Title	Can-Do/Description
<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.
11. Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.		
Section	Title	Can-Do/Description
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.

