

Alignment to Florida Next Generation World Languages Standards

Voces® *Unsere Geschichten* ~ Stufe 3~ Einheit 1

Unsere Geschichten, Stufe 3 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 3* will take your students through a Novice-High 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 3* aligns to Florida's Next Generation World Languages Standards. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Einheit 1: Was ist Kunst?			
World Languages Modes of Communication			
1. Interpretive Listening			
The student will be able to understand and interpret information, concepts, and ideas orally from a variety of culturally authentic sources on a variety of topics in the target language.			
Section	Title	Mode	Can-Do/Description
<i>Geschichte: Kühe für die Kunst</i>	Interpretive Listening: <i>Der Künstler Gustav Klimt</i>	Listening	I can understand a video about the famous artist Gustav Klimt.
2. Interpretive Reading			
The student will be able to understand and interpret information, concepts, and ideas in writing from a variety of culturally authentic sources on a variety of topics in the target language.			
Section	Title	Mode	Can-Do/Description
<i>Kurzgeschichte 1: Ein Besuch im Museum der Illusionen</i>	<i>Aktivität 1: Was stimmt?</i>	Reading	I can read a story about the Museum of Illusions in Vienna.
<i>Kurzgeschichte 1: Ein Besuch im Museum der Illusionen</i>	Interpretive Reading: <i>Museumsbesuche</i>	Reading	I can understand an infographic about museums in Germany.
<i>Kurzgeschichte 2: Was ist eigentlich schön im Alltag?</i>	<i>Aktivität 1: Antworten wählen</i>	Reading	I can read a story about a journalist in Dusseldorf.
<i>Kurzgeschichte 3: Städte der Zukunft: Grün statt Grau</i>	<i>Aktivität 1: Sätze ergänzen</i>	Reading	I can read a story about the green cities of the future.

<i>Kurzgeschichte 3: Städte der Zukunft: Grün statt Grau</i>	<i>Aktivität 2: Fragen beantworten</i>	Reading	I can understand questions for a story about green cities of the future.
<i>Geschichte: Kühe für die Kunst</i>	<i>Aktivität 1: Welche Aussage stimmt?</i>	Reading	I can read a story about a student from Ohio going to study abroad in Austria.
<i>Geschichte: Kühe für die Kunst</i>	Interpretive Listening: <i>Der Künstler Gustav Klimt</i>	Listening	I can understand a video about the famous artist Gustav Klimt.
Integrated Performance Assessment	Interpretive Reading	Reading	I can read the website of an art museum in Vienna.

3. Interpersonal Communication

The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally appropriate context in the target language.

Section	Title	Mode	Can-Do/Description
<i>Kurzgeschichte 2: Was ist eigentlich schön im Alltag?</i>	Interpersonal Speaking: <i>Im Museum</i>	Speaking	I can talk about a famous art museum in Berlin.
<i>Kurzgeschichte 3: Städte der Zukunft: Grün statt Grau</i>	Interpersonal Writing: <i>SMS aus Deutschland</i>	Writing	I can communicate what I like about Austria and what it might be like to study abroad in Vienna.
<i>Extra! Extra!</i>	<i>Die Welt in Fotos: Berliner Pfannkuchen</i>	Speaking	I can compare and contrast American donuts and German donuts. I can talk about famous German donuts and traditions associated with them in the German-speaking world.
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can talk about art and my favorite artists and art movements.

4. Presentational Speaking

The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.

Section	Title	Mode	Can-Do/Description
<i>Kurzgeschichte 1: Ein Besuch im Museum der Illusionen</i>	<i>Aktivität 3: Deine Perspektive wechseln</i>	Speaking	I can talk about seeing a picture from a different perspective.

<i>Kurzgeschichte 1: Ein Besuch im Museum der Illusionen</i>	Presentational Speaking: <i>Das Belvedere und Hundertwasser</i>	Speaking	I can talk about the unique museums and architecture in Vienna.
<i>Geschichte: Kühe für die Kunst</i>	<i>Aktivität 3: Erzähl die Geschichte!</i>	Speaking	I can tell a story about a student from Ohio going to study abroad in Austria.
<i>Extra! Extra!</i>	<i>Das Interview: Wer bist du?</i>	Speaking	I can talk about icons in my own community.
<i>Rückblick und Beurteilung</i>	<i>Erzähle uns eine originelle Geschichte!</i>	Speaking	I can tell an original story.

5. Presentational Writing

The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

Section	Title	Mode	Can-Do/Description
<i>Kurzgeschichte 2: Was ist eigentlich schön im Alltag?</i>	<i>Aktivität 3: Einen Aufsatz schreiben</i>	Writing	I can write about what I find beautiful in everyday life.
<i>Kurzgeschichte 3: Städte der Zukunft: Grün statt Grau</i>	<i>Aktivität 3: Einen Aufsatz schreiben</i>	Writing	I can write about the importance of green cities and how to make a city more green.
<i>Geschichte: Kühe für die Kunst</i>	Presentational Writing: <i>Leben in Österreich</i>	Writing	I can write about Viennese architecture and the Art Nouveau period.
<i>Extra! Extra!</i>	<i>Das Panorama: Rothenburger Schmiedgasse</i>	Writing	I can write about a famous medieval German city.
<i>Rückblick und Beurteilung</i>	<i>Meine originelle Geschichte!</i>	Writing	I can write an original story.
Integrated Performance Assessment	Presentational Writing	Writing	I can write about art and compare and contrast different works of art.

Intercultural Standards

6. Cultures

The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

Section	Title	Can-Do/Description
<i>Kurzgeschichte 1: Ein Besuch im Museum der Illusionen</i>	Interpretive Reading: <i>Museumsbesuche</i>	I can understand an infographic about museums in Germany.

<i>Kurzgeschichte 2: Was ist eigentlich schön im Alltag?</i>	Interpersonal Speaking: <i>Im Museum</i>	I can talk about a famous art museum in Berlin.
<i>Geschichte: Kühe für die Kunst</i>	Presentational Writing: <i>Leben in Österreich</i>	I can write about Viennese architecture and the Art Nouveau period.
<i>Extra! Extra!</i>	<i>Das Interview: Wer bist du?</i>	I can investigate products and perspectives in my own and other communities.
<i>Extra! Extra!</i>	<i>Die Welt in Fotos: Berliner Pfannkuchen</i>	I can compare and contrast American donuts and German donuts. I can talk about famous German donuts and traditions associated with them in the German-speaking world.

7. Connections

The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.

Section	Title	Can-Do/Description
<i>Geschichte: Kühe für die Kunst</i>	Presentational Writing: <i>Leben in Österreich</i>	I can write about Viennese architecture and the Art Nouveau period.
<i>Geschichte: Kühe für die Kunst</i>	Interpretive Listening: <i>Der Künstler Gustav Klimt</i>	I can understand a video about the famous artist Gustav Klimt.
<i>Extra! Extra!</i>	<i>Das Interview: Wer bist du?</i>	I can investigate products and perspectives in my own and other communities.
<i>Extra! Extra!</i>	<i>Die Welt in Fotos: Berliner Pfannkuchen</i>	I can compare and contrast American donuts and German donuts. I can talk about famous German donuts and traditions associated with them in the German-speaking world.

8. Comparisons

The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.

Section	Title	Can-Do/Description
<i>Kurzgeschichte 1: Ein Besuch im Museum der Illusionen</i>	<i>Wichtiges Vokabular</i> Story Script	Story vocabulary
<i>Kurzgeschichte 2: Was ist eigentlich schön im Alltag?</i>	<i>Wichtiges Vokabular</i> Story Script	Story vocabulary

<i>Kurzgeschichte 3: Städte der Zukunft: Grün statt Grau</i>	<i>Wichtiges Vokabular</i> Story Script	Story vocabulary
<i>Geschichte: Kühe für die Kunst</i>	<i>Grammatik-Tipp!</i> :Relative Pronouns	Relative Pronouns
9. Communities The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.		
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.
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.

