

## Alignment to Idaho State World Language 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 Idaho's State World Language Standards. If you have any questions, call 1-800-848-0256 or email [info@vocesdigital.com](mailto:info@vocesdigital.com).

<b>Einheit 1: Was ist Kunst ?</b>			
<b>Communication:</b> Communicate effectively in multiple languages and utilize the target language to function in a variety of social/work related situations			
<b>Interpersonal Communication COMM 1:</b> Interact with others in the target language and gain meaning from interactions in the target language.			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<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.
<b>Interpretive Communication COMM 2:</b> Discover meaning from what is heard, read or viewed 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.
<b>Presentational Communication COMM 3: Utilize appropriate media to present an idea to an audience.</b>			
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>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>	<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>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 Interview: Wer bist du?</i>	Speaking	I can talk about icons in my own community.
<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.
<i>Rückblick und Beurteilung</i>	<i>Erzähle uns eine originelle Geschichte!</i>	Speaking	I can tell an original story.
Integrated Performance Assessment	Presentational Writing	Writing	I can write about art and compare and contrast different works of art.

**Culture:** Interact with cultural competence and understanding in an interconnected 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.
<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>Kurzgeschichte 3: Städte der Zukunft: Grün statt Grau</i>	Interpersonal Writing: <i>SMS aus Deutschland</i>	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>	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	I can talk about art and my favorite artists and art movements.

**Relating Cultural Practices to Perspective Standard CLTR 1:** Investigate, explain and reflect on the relationship between the practices and perspectives of the cultures studied in the target language.

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.
<b>Connections:</b> Acquire information and diverse perspectives in order to use the target language to connect to other disciplines and to function in academic and career related situations.		
<b>Making Connections Standard CONN 1:</b> Build, reinforce, and expand knowledge of other disciplines while using the target language to develop critical thinking/creative problem solving skills.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<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.
<b>Acquiring Information and Diverse Perspectives Standard CONN 2:</b> Access and evaluate information and diverse perspectives that are available through the target language and its cultures.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<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.
<b>Comparisons:</b> Develop insight and understanding of target culture and language in order to interact with cultural competence.		
<b>Language Comparisons Standard COMP 1:</b> Investigate, explain, and reflect on 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: 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
<b>Cultural Comparisons Standard COMP 2:</b> Investigate, explain, and reflect on the concept of culture through the comparisons of the cultures studied and their own.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<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.
<b>Communities:</b> Communicate and interact with cultural competence in multilingual communities at home and around the world.		
<b>School and Global Communities Standard COMT 1:</b> Interact and collaborate in communities and the globalized world both within and beyond the classroom.		
<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.
<b>Lifelong Learning Standard COMT 2:</b> Reflect on progress using languages for enjoyment, enrichment, and advancement.		
<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.

