

## Alignment to Maine's Learning Results – 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 Maine's Learning Results – World Languages 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>A. Communication:</b> Students communicate in the target language.  |   |             |  |
| <b>A1. Interpersonal:</b> Students engage in simple conversations to provide and obtain information and to express feelings and emotions by creating simple sentences and/or strings of sentences. |   |             |  |
| <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.<br>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>A2. Interpretive:</b> Students comprehend brief conversations, narratives, and recorded material in familiar contexts.  |   |             |  |
| <b>Section</b>   | <b>Title</b>                                      | <b>Mode</b> | <b>Can-Do/Description</b>  |
| <i>Kurzgeschichte 1: Ein</i>   | <i>Aktivität 1: Was stimmt?</i>                   | Reading     | I can read a story about   |

|  |  |           |  |
|--|--|-----------|--|
| <i>Besuch im Museum der Illusionen</i>                       |  |           | 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.                             |

**A3. Presentational:** Students use simple sentences and strings of simple sentences to produce short oral/signed and written presentations based on familiar topics.

| <b>Section</b>   | <b>Title</b>  | <b>Mode</b> | <b>Can-Do/Description</b>   |
|--|---|-------------|---|
| <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. |

**A4. Language Comparisons:** Students compare the target language with English in order to better understand language systems.

| Section  | Title                                      | Can-Do/Description |
|--|--|--------------------|
| <i>Kurzgeschichte 1: Ein Besuch im Museum der Illusionen</i> | <i>Wichtiges Vokabular</i><br>Story Script | Story vocabulary   |
| <i>Kurzgeschichte 2: Was ist eigentlich schön im Alltag?</i> | <i>Wichtiges Vokabular</i><br>Story Script | Story vocabulary   |
| <i>Kurzgeschichte 3: Städte der Zukunft: Grün statt Grau</i> | <i>Wichtiges Vokabular</i><br>Story Script | Story vocabulary   |
| <i>Geschichte: Kühe für die Kunst</i>                        | <i>Grammatik-Tipp!:</i> Relative Pronouns  | Relative Pronouns  |

**B. Cultures:** Students demonstrate an understanding of a culture(s) in which the target language is spoken.

**B1. Practices and Perspectives:** Students describe practices of a culture(s) and perspectives of a culture(s) in which the target language is spoken.

| Section  | Title  | Can-Do/Description  |
|--|--|---|
| <i>Kurzgeschichte 1: Ein Besuch im Museum der</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.<br>I can talk about famous German donuts and traditions associated with them in the German-speaking world. |
| <b>B2. Products and Perspectives:</b> Students identify and explain the significance of objects used in daily life, works of art, or historical artifacts that reflect the perspectives of a culture(s) in which the target language is spoken.       |  |  |
| <b>Section</b>  | <b>Title</b>   | <b>Can-Do/Description</b>  |
| <i>Kurzgeschichte 1: Ein Besuch im Museum der</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>   | Presentation 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.<br>I can talk about famous German donuts and traditions associated with them in the German-speaking world. |
| <b>B3. Comparisons with Own Culture:</b> Students recognize and compare perspectives related to products and practices of a culture(s) in which the target language is spoken to the cultural perspectives of the culture in which the student lives. |  |  |
| <b>Section</b>  | <b>Title</b>   | <b>Can-Do/Description</b>  |
| <i>Geschichte: Kühe für die Kunst</i>   | Presentation 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.<br>I can talk about famous German  |

|   |  | donuts and traditions associated with them in the German-speaking world.   |
|---|--|--|
| <b>C. Connections:</b> Students expand their knowledge by connecting their study of a world language(s) with other content areas.   |  |  |
| <b>C1. Knowledge of Other Learning Results Content Areas:</b> Students apply information acquired in other learning results content areas to further their knowledge and skills in 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.<br>I can talk about famous German donuts and traditions associated with them in the German-speaking world. |
| <b>C2. Distinctive Viewpoints:</b> Students locate authentic resources, available only through sources in the target language, and identify ideas about a culture(s) in which the target language is spoken.                                    |  |  |
| 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.<br>I can talk about famous German donuts and traditions associated with them in the German-speaking world. |
| <b>D. Communities:</b> Students encounter and use the target language both in and beyond the classroom for personal enjoyment and lifelong learning.  |  |  |
| <b>D1. Communities:</b> Students demonstrate an understanding and use their knowledge of the target language to communicate with target language speakers, obtain information on familiar topics, and gain understanding of another culture(s). |  |  |
| 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](http://VocesDigital.com) or call 1-800-848-0256.

