

Alignment to New Jersey Student Learning Standards for World Languages

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 New Jersey's Student Learning Standards for World Languages. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

| Einheit 1: Was ist Kunst? | | | |
|--|---|-------------|--|
| 1. Communication | | | |
| 1.1 Interpersonal: 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 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. |
| 1.2 Interpretive: 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: Ein</i> | <i>Aktivität 1: Was stimmt?</i> | Reading | I can read a story about |

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|--|--|-----------|--|
| <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. |

1.3 Presentational: 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 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</i> | Presentational Writing: <i>Leben in</i> | Writing | I can write about |

| | | | |
|-----------------------------------|--|----------|--|
| <i>Kunst</i> | <i>Österreich</i> | | 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. |

2. Cultures

2.1 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: 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. |

2.2 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 |
|---|---|---|
| <i>Kurzgeschichte 1: Ein Besuch im Museum der</i> | Interpretive Reading: <i>Museumsbesuche</i> | I can understand an infographic about museums in Germany. |

| | | |
|--|--|--|
| <i>Illusionen</i> | | |
| <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. |

3. Connections

3.1 Other Disciplines: 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 |
|---------------------------------------|--|---|
| <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. |

3.2 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>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. |

4. Comparisons

4.1 Language: 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: Ein</i> | <i>Wichtiges Vokabular</i> | Story vocabulary |

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|---|--|--|
| <i>Besuch im Museum der Illusionen</i> | Story Script | |
| <i>Kurzgeschichte 2: Was ist eigentlich schön im Alltag?</i> | Wichtiges Vokabular Story Script | Story vocabulary |
| <i>Kurzgeschichte 3: Städte der Zukunft: Grün statt Grau</i> | Wichtiges Vokabular Story Script | Story vocabulary |
| <i>Geschichte: Kühe für die Kunst</i> | Grammatik-Tipp!: Relative Pronouns | Relative Pronouns |
| 4.2 Culture: 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>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. I can talk about famous German donuts and traditions associated with them in the German-speaking world. |
| 5. Communities | | |
| 5.1 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. |
| 5.2 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.

