

Alignment to Wisconsin 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 Wisconsin Standards for World Languages. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Einheit 1: Was ist Kunst?			
Communication			
Interpersonal Communication (IP): Students use the target language and cultural knowledge to negotiate meaning through the exchange of information, ideas, reactions, feelings, and opinions in spoken, written, or signed interactions relevant to their lives and broader communities.			
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.
Interpretive Communication (IT): Students use the target language and cultural knowledge to interpret, analyze, and demonstrate understanding of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.			

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.
<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.
Presentational Communication (PS): Students use the target language and cultural knowledge to present information, concepts, and ideas on topics of relevance to their lives and broader communities to inform, explain, persuade, and narrate for diverse audiences within and beyond the learning environment.			
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.

Cultural and Global Competence

Intercultural Communication (IC): Students use the target language and cultural knowledge to investigate, compare, explain, interact, and reflect on the relationships between the products, practices, and perspectives of diverse and dynamic cultures within their local and global communities.

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>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.
Global Competence and Community Engagement (CGC): Students use the target language and cultural knowledge to investigate the world, recognize the world, recognize diverse perspectives, interact and exchange ideas with people from diverse backgrounds, and engage with others to improve conditions within their local and global communities.		
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.
<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.

