

## Alignment to the Alaska Content Standards for World Languages

### Voces® *Unsere Geschichten* ~ Stufe 4 ~ Einheit 1

*Unsere Geschichten, Stufe 4* 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 4* will take your students through an Intermediate-Low 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 4* aligns to the Alaska Content Standards for World Languages. If you have any questions, call 1-800-848-0256 or email [info@vocesdigital.com](mailto:info@vocesdigital.com).

<b>Einheit 1: Was macht mich aus?</b>			
<b>A. A student should be able to communicate in two or more languages, one of which is English.</b>			
<b>A1</b> –A student who meets the content standard should understand written and oral communication in two or more languages.			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<i>Kurzgeschichte 1: Verurteilt</i>	<i>Aktivität 1: Fragen zur Story</i>	Reading	I can read a story about judging others for their lifestyle choice.
<i>Kurzgeschichte 2: Sei einfach du selbst!</i>	<i>Aktivität 1: Was fehlt?</i>	Reading	I can read a story about the effects of bullying and harassment in school.
<i>Kurzgeschichte 3: Ku(h)ltu</i>	<i>Aktivität 1: Was passt?</i>	Reading	I can understand comprehension questions for a story about how culture and tradition are both being challenged and upheld. I can read a story about how culture and tradition are both challenged and upheld.
<i>Kurzgeschichte 3: Ku(h)ltu</i>	Interpretive Listening: <i>Veränderungen</i>	Listening	I can understand a video about dealing with change.
<i>Geschichte: Das Kopftuch</i>	<i>Aktivität 1: Fragen beantworten</i>	Reading	I can read a story about stereotypes surrounding hijabs.

<i>Geschichte: Das Kopftuch</i>	Interpretive Reading: <i>Jugendliche in ihrer Freizeit</i>	Reading	I can read an article about what German teenagers like to do in their free time.
Integrated Performance Assessment	Interpretive Reading	Reading	I can read an article about what is important to young people in Germany.
<b>A2</b> – A student who meets the content standard should write and speak understandably in two or more languages.			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<i>Kurzgeschichte 1: Verurteilt</i>	Interpersonal Writing: <i>SMS aus Deutschland</i>	Writing	I can write to someone about a book fair in Frankfurt.
<i>Kurzgeschichte 3: Ku(h)ltur</i>	Interpersonal Speaking: <i>Im Zug</i>	Speaking	I can talk to someone about what life is like for a foreigner within Germany.
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can talk about what is important to young people today.
<i>Kurzgeschichte 1: Verurteilt</i>	<i>Aktivität 3: Eine E-Mail schreiben</i>	Writing	I can write an email detailing my preferences for minimalist furniture and style.
<i>Kurzgeschichte 2: Sei einfach du selbst!</i>	<i>Aktivität 2: Die Schulzeitung</i>	Writing	I can write a newspaper article about a character in a story.
<i>Kurzgeschichte 2: Sei einfach du selbst!</i>	<i>Aktivität 3: Sei du selbst!</i>	Speaking	I can talk about a time I felt worried about being judged and why.
<i>Kurzgeschichte 2: Sei einfach du selbst!</i>	Presentational Writing: <i>Deutsche Jugendliche in der Ausbildung</i>	Writing	I can write about the education system in Germany.
<i>Kurzgeschichte 2: Sei einfach du selbst!</i>	Presentational Speaking: <i>Musik in Deutschland</i>	Speaking	I can talk about the various styles of music that people listen to in Germany.
<i>Kurzgeschichte 3: Ku(h)ltur</i>	<i>Aktivität 3: Deine Meinung</i>	Writing	I can write about the cultural and environmental elements of meat consumption.
<i>Geschichte: Das Kopftuch</i>	<i>Aktivität 3: Erzähl die Geschichte!</i>	Speaking	I can tell a story about stereotypes surrounding hijabs.
<i>Extra! Extra!</i>	<i>Das Interview: Wer bist du?</i>	Speaking	I can talk about my

			beliefs and someone who has different beliefs than I do.
<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	Presentation Writing	Writing	I can write about the values of German youth as well as my own personal values and opinions.
<b>A3</b> –A student who meets the content standard should use two or more languages effectively in real life situations.			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<i>Kurzgeschichte 1: Verurteilt</i>	Interpersonal Writing: <i>SMS aus Deutschland</i>	Writing	I can write to someone about a book fair in Frankfurt.
<i>Kurzgeschichte 3: Ku(h)ltur</i>	Interpersonal Speaking: <i>Im Zug</i>	Speaking	I can talk to someone about what life is like for a foreigner within Germany.
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can talk about what is important to young people today.
<i>Kurzgeschichte 2: Sei einfach du selbst!</i>	<i>Aktivität 3: Sei du selbst!</i>	Speaking	I can talk about a time I felt worried about being judged and why.
<i>Kurzgeschichte 2: Sei einfach du selbst!</i>	Presentation Speaking: <i>Musik in Deutschland</i>	Speaking	I can talk about the various styles of music that people listen to in Germany.
<i>Extra! Extra!</i>	<i>Das Interview: Wer bist du?</i>	Speaking	I can talk about my beliefs and someone who has different beliefs than I do.
Integrated Performance Assessment	Presentation Writing	Writing	I can write about the values of German youth as well as my own personal values and opinions.
<i>In meiner Lebenswelt</i>		Writing/Speaking	I can use the German language both within and beyond my classroom to interact and collaborate in my community and the

		globalized world.
<b>A4</b> –A student who meets the content standard should use two or more languages to learn new information in academic subjects.		
Section	Title	Can-Do/Description
<i>Kurzgeschichte 2: Sei einfach du selbst!</i>	Presentational Writing: <i>Deutsche Jugendliche in der Ausbildung</i>	I can write about the education system in Germany.
<i>Kurzgeschichte 2: Sei einfach du selbst!</i>	Presentational Speaking: <i>Musik in Deutschland</i>	I can talk about the various styles of music that people listen to in Germany.
<i>Extra! Extra!</i>	<i>Die Welt in Fotos: Stolpersteine</i>	I can compare monuments in German-speaking countries to monuments in my own country.
<i>Extra! Extra!</i>	<i>Das Panorama: Das Brandenburger Tor</i>	I can write about the Brandenburg Gate in Germany.
<b>B. A student should expand the student’s knowledge of peoples and cultures through language study.</b>		
<b>B1</b> –A student who meets the content standard should understand the relationship between language and culture.		
Section	Title	Can-Do/Description
<i>Kurzgeschichte 1: Verurteilt</i>	<i>Wichtiges Vokabular</i> Story Script	Vocabulary
<i>Kurzgeschichte 2: Sei einfach du selbst!</i>	<i>Wichtiges Vokabular</i> Story Script	Vocabulary
<i>Kurzgeschichte 2: Sei einfach du selbst!</i>	<i>Grammatik-Tipp! Sich anhören wie...</i>	Listening to vs. sounding like
<i>Kurzgeschichte 3: Ku(h)ltur</i>	<i>Wichtiges Vokabular</i> Story Script	Vocabulary
<i>Geschichte: Das Kopftuch</i>	<i>Das Kopftuch</i>	Vocabulary
<i>Kurzgeschichte 2: Sei einfach du selbst!</i>	Presentational Writing: <i>Deutsche Jugendliche in der Ausbildung</i>	I can write about the education system in Germany.
<i>Kurzgeschichte 2: Sei einfach du selbst!</i>	Presentational Speaking: <i>Musik in Deutschland</i>	I can talk about the various styles of music that people listen to in Germany.
<i>Kurzgeschichte 3: Ku(h)ltur</i>	<i>Aktivität 1: Was passt?</i>	I can understand comprehension questions for a story about how culture and tradition are both challenged and upheld. I can read a story about how culture and tradition are both challenged and upheld.
<i>Geschichte: Das Kopftuch</i>	Interpretive Reading: <i>Jugendliche in ihrer Freizeit</i>	I can read an article about what German teenagers like to do in their free time.
<i>Extra! Extra!</i>	<i>Das Interview: Wer bist du?</i>	I can talk about my beliefs and someone who has different

		beliefs than I do. I can investigate products and perspectives in my own and other communities.
<b>B2</b> –A student who meets the content standard should learn about and experience surface characteristics of the culture, including art, cuisine, dance, dress, geography, history, music, and literature.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Kurzgeschichte 2: Sei einfach du selbst!</i>	Presentational Writing: <i>Deutsche Jugendliche in der Ausbildung</i>	I can write about the education system in Germany.
<i>Kurzgeschichte 2: Sei einfach du selbst!</i>	Presentational Speaking: <i>Musik in Deutschland</i>	I can talk about the various styles of music that people listen to in Germany.
<i>Kurzgeschichte 3: Ku(h)ltur</i>	<i>Aktivität 1: Was passt?</i>	I can understand comprehension questions for a story about how culture and tradition are both challenged and upheld. I can read a story about how culture and tradition are both challenged and upheld.
<i>Geschichte: Das Kopftuch</i>	<i>Aktivität 1: Fragen beantworten</i>	I can read a story about stereotypes surrounding hijabs.
<i>Geschichte: Das Kopftuch</i>	Interpretive Reading: <i>Jugendliche in ihrer Freizeit</i>	I can read an article about what German teenagers like to do in their free time.
<i>Extra! Extra!</i>	<i>Das Interview: Wer bist du?</i>	I can talk about my beliefs and someone who has different beliefs than I do. I can investigate products and perspectives in my own and other communities.
<b>B3</b> –A student who meets the content standard should learn about and experience deep characteristics of the culture, including folkways, mores, laws, traditions, customs, and patterns of behavior.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Kurzgeschichte 2: Sei einfach du selbst!</i>	Presentational Writing: <i>Deutsche Jugendliche in der Ausbildung</i>	I can write about the education system in Germany.
<i>Kurzgeschichte 3: Ku(h)ltur</i>	<i>Aktivität 1: Was passt?</i>	I can understand comprehension questions for a story about how culture and tradition are both challenged and upheld. I can read a story about how culture and tradition are both challenged and upheld.
<i>Geschichte: Das Kopftuch</i>	<i>Aktivität 1: Fragen beantworten</i>	I can read a story about stereotypes surrounding hijabs.
<i>Geschichte: Das Kopftuch</i>	Interpretive Reading: <i>Jugendliche in ihrer Freizeit</i>	I can read an article about what German teenagers like to do in their free time.

<i>Extra! Extra!</i>	<i>Das Interview: Wer bist du?</i>	I can talk about my beliefs and someone who has different beliefs than I do. I can investigate products and perspectives in my own and other communities.
<b>B4</b> – A student who meets the content standard should improve the student’s understanding of the student’s language and culture through experiences with other languages and cultures.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Kurzgeschichte 1: Verurteilt</i>	<i>Wichtiges Vokabular</i> Story Script	Vocabulary
<i>Kurzgeschichte 2: Sei einfach du selbst!</i>	<i>Wichtiges Vokabular</i> Story Script	Vocabulary
<i>Kurzgeschichte 2: Sei einfach du selbst!</i>	<i>Grammatik-Tipp! Sich anhören wie...</i>	Listening to vs. sounding like
<i>Kurzgeschichte 3: Ku(h)ltur</i>	<i>Wichtiges Vokabular</i> Story Script	Vocabulary
<i>Geschichte: Das Kopftuch</i>	<i>Das Kopftuch</i>	Vocabulary
<i>Kurzgeschichte 2: Sei einfach du selbst!</i>	Presentational Writing: <i>Deutsche Jugendliche in der Ausbildung</i>	I can write about the education system in Germany.
<i>Kurzgeschichte 2: Sei einfach du selbst!</i>	Presentational Speaking: <i>Musik in Deutschland</i>	I can talk about the various styles of music that people listen to in Germany.
<i>Kurzgeschichte 3: Ku(h)ltur</i>	<i>Aktivität 1: Was passt?</i>	I can understand comprehension questions for a story about how culture and tradition are both challenged and upheld. I can read a story about how culture and tradition are both challenged and upheld.
<i>Geschichte: Das Kopftuch</i>	Interpretive Reading: <i>Jugendliche in ihrer Freizeit</i>	I can read an article about what German teenagers like to do in their free time.
<i>Extra! Extra!</i>	<i>Das Interview: Wer bist du?</i>	I can talk about my beliefs and someone who has different beliefs than I do. I can investigate products and perspectives in my own and other communities.
<b>B5</b> –A student who meets the content standard should apply knowledge of the functions and structure of one language to the study of another language.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Kurzgeschichte 1: Verurteilt</i>	<i>Wichtiges Vokabular</i> Story Script	Vocabulary
<i>Kurzgeschichte 2: Sei einfach du selbst!</i>	<i>Wichtiges Vokabular</i> Story Script	Vocabulary

<i>Kurzgeschichte 2: Sei einfach du selbst!</i>	<i>Grammatik-Tipp! Sich anhören wie...</i>	Listening to vs. sounding like
<i>Kurzgeschichte 3: Ku)h)ltur</i>	<i>Wichtiges Vokabular</i> Story Script	Vocabulary
<i>Geschichte: Das Kopftuch</i>	<i>Das Kopftuch</i>	Vocabulary
<b>B6</b> –A student who meets the content standard should recognize through language study that all cultures contribute to the global society.		
<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>C. A student should possess the language skills and cultural knowledge necessary to participate successfully in multilingual communities and the international marketplace.</b>		
<b>C1</b> –A student who meets the content standard should interact appropriately in multilingual communities through various means, including printed and electronic media, audio and visual sources, face-to-face conversations, pen pals, and travel.		
<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>C4</b> –A student who meets the content standard should apply language skills and cultural knowledge to enhance the student’s intellectual and social growth and to promote lifelong learning.		
<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.
Can-Do Checklist		Setting personal language goals, self-assessment on Can-Do statements, and unit reflection

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