

## Alignment to Arizona's World and Native Language Standards

### 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 Arizona's World and Native 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 macht mich aus?</b>			
<b>Communication</b>			
<b>Interpersonal (IC):</b> Learners interact and negotiate meaning in spoken, written, or signed conversations to share information, reactions, feelings, and opinions.			
Section	Title	Mode	Can-Do/Description
<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.
<b>Interpretive (IL &amp; IR):</b> 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: 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>Presentational (PS &amp; PW):</b> 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.			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<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.

**Culture (CUL):** Learners use the target language to investigate, explain, and reflect on the relationship between the practices, products, and perspectives of cultures studied.

Section	Title	Can-Do/Description
<i>Kurzgeschichte 2: Sei einfach du selbst!</i>	Presentation 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>	Presentation 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.

**Connections (CON):** Learners build, reinforce, and expand knowledge of other content areas and evaluate information and diverse perspectives while using the target language to develop critical thinking and creative problem solving.

Section	Title	Can-Do/Description
<i>Kurzgeschichte 2: Sei einfach du selbst!</i>	Presentation 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>	Presentation 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>Comparisons (COMP):</b> Learners use the language to investigate, explain, and reflect on the nature of language and the concept of culture through comparisons of the target language and cultures studied to one's own.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Kurzgeschichte 1: Verurteilt</i>	<i>Wichtiges Vokabular Story Script</i>	Vocabulary
<i>Kurzgeschichte 2: Sei einfach du selbst!</i>	<i>Wichtiges Vokabular Story Script</i>	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 Story Script</i>	Vocabulary
<i>Geschichte: Das Kopftuch</i>	<i>Das Kopftuch</i>	Vocabulary
<i>Kurzgeschichte 2: Sei einfach du selbst!</i>	<i>Presentational Writing: Deutsche Jugendliche in der Ausbildung</i>	I can write about the education system in Germany.
<i>Kurzgeschichte 2: Sei einfach du selbst!</i>	<i>Presentational Speaking: 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>Interpretive Reading: 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>Communities (COM):</b> Learners use the target language to participate in the community and in the globalized world, for enjoyment, enrichment, and advancement.		
<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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