

Alignment to the Indiana Academic Standards for Classical and Modern 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 Indiana Academic Standards for Classical and Modern World Languages. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Einheit 1: Was macht mich aus?			
1C – Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.			
Interpersonal Communication (1I): Learners interact and negotiate meaning in spoken, gestured, or written 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.
Interpretive Communication (2I): 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.
Presentational Communication (P): Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate resources and adapting to various audiences of listeners, readers, or viewers.			
Section	Title	Mode	Can-Do/Description
<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</i>	<i>Aktivität 3: Erzähl die</i>	Speaking	I can tell a story about

<i>Kopftuch</i>	<i>Geschichte!</i>		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.

2C – Culture: Interact with cultural competence and understanding.

Interacting with Cultures (IC): Learners use language to interact with others in and from another culture.

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.

Relating Cultural Practice and Products to Perspectives (Investigate) (CI): Learners use language to investigate, explain, and reflect on the relationship between the practices and products to perspectives of the target cultures.

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>Geschichte: Das Kopftuch</i>	<i>Aktivität 1: Fragen beantworten</i>	I can read a story about stereotypes surrounding hijabs.

<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.
3C – Connections		
Acquiring Information and Diverse Perspectives (IP): Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.		
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>Kurzgeschichte 3: Ku(h)ltur</i>	Interpersonal Speaking: <i>Im Zug</i>	I can talk to someone about what life is like for a foreigner within Germany.
<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.
<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.
4C –Comparisons		
Cultural Comparisons (CC): Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied with their own.		
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</i>	Presentation Speaking: <i>Musik in</i>	I can talk about the various styles

<i>einfach du selbst!</i>	<i>Deutschland</i>	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.
Language Comparisons (LC): Learners use the language to investigate, explain, and reflect on the nature of the language through comparisons of the cultures studied with their own.		
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
5C –Communities		
School and Global (SG): 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.
Lifelong Learning (LL): 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

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