

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

Einheit 1: Was macht mich aus?			
Strand 1: Connections to Language and Literacy			
Standard 1: Interpersonal Communication Interact with others in informal, one-on-one, or small group conversations using culturally appropriate language and gestures.			
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.
Standard 2: Interpretive Demonstrate an understanding of words and concepts presented in the target language and in authentic materials using listening, reading, and viewing strategies.			
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.
Standard 3: Presentational Present information, concepts and ideas to an audience orally or written.			
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.

Strand 2: Connections to Other Disciplines

Studying a world language involves making connections with other academic disciplines, formally and informally. The language art skills of listening, speaking, reading, and writing are key parts of world language communication. As students learn how to use numbers and currency, mathematics and economics are connected with language performance. Social Studies, art, health and physical education, science, and music are important parts of cultural understanding and are integrated throughout linguistic communication. Career and technical skills are incorporated into relative topics, and technology is integrated throughout world languages as a resource for materials and a means of expression and presentation.

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.

Strand 3: Intercultural Competencies

Students preparing for success in the 21st Century need to access knowledge and information from other communities and cultures and use that information to function well with people from diverse backgrounds. To avoid stereotyping cultures, it is recommended that teachers give global examples whenever possible. Because Intercultural Competence measures awareness, there is no pre-existing scale by which to measure student growth. Students will develop worldwide awareness through in-class activities and community-based projects.

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>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.

For more information about this or any other title, go to VocesDigital.com or call 1-800-848-0256.

