

Alignment to Ohio's New Learning Standards: World Languages Grades 9-12

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 Ohio's New Learning Standards: World Languages Grades 9-12. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Einheit 1: Was macht mich aus?			
Communication Standard			
Communicate effectively in languages other than English in person and via technology.			
Interpersonal Communication Interact and negotiate meaning in spontaneous spoken, written or signed conversations to exchange and share information, reactions, feelings, and opinions.			
Interpersonal Listening and Speaking or Signing Investigate intercultural products, practices and perspectives Interact with culturally appropriate language and behaviors Exchange information and ideas Meet personal needs or address situations Express, react to and support preferences, opinions or viewpoints			
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 Identify, understand and analyze input that is heard, read or viewed on a variety of topics from authentic resources.			
Interpretive Listening and Viewing Investigate intercultural products, practices and perspectives Comprehend informational media or content Comprehend fictional media or content			

Follow instructions Comprehend overheard or observed conversations			
Section	Title	Mode	Can-Do/Description
<i>Kurzgeschichte 3: Ku(h)ltu</i>	Interpretive Listening: <i>Veränderungen</i>	Listening	I can understand a video about dealing with change.
Interpretive Reading Investigate intercultural products, practices and perspectives Comprehend informational media or content Comprehend fictional media or content Follow instructions Comprehend written conversations			
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>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 Present information, concepts and viewpoints to inform, explain, persuade and narrate in spoke, written or signed language when negotiation of meaning is not possible.			
Presentational Speaking or Signing Investigate intercultural products, practices and perspectives			

Communicate with culturally appropriate language and behaviors Inform, describe or explain Provide instructions Narrate about life, events or experiences Support a preference, opinion, viewpoint or argument			
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>	<i>Presentational Writing: Deutsche Jugendliche in der Ausbildung</i>	Writing	I can write about the education system in Germany.
<i>Kurzgeschichte 2: Sei einfach du selbst!</i>	<i>Presentational Speaking: 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	Presentational Writing	Writing	I can write about the values of German youth as well as my own personal values and opinions.
Cultures Standard Interact with cultural competence using knowledge and understanding of native and other			

cultures.		
Interpretive Intercultural Communication (INT-C) Investigate intercultural products, practices and perspectives Compare intercultural behaviors Comprehend authentic texts that are spoken, written or signed		
Section	Title	Can-Do/Description
<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.
Integrated Performance Assessment	Interpretive Reading	I can read an article about what is important to young people in Germany.
Interpersonal Intercultural Communication (INP-C) Investigate intercultural products, practices and perspectives Interact with culturally appropriate language and behaviors Exchange information and ideas Meet personal needs or address situations Express, react to and support opinions or viewpoints		
Section	Title	Can-Do/Description
<i>Kurzgeschichte 1: Verurteilt</i>	Interpersonal Writing: <i>SMS aus Deutschland</i>	I can write to someone about a book fair in Frankfurt.
<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.
Integrated Performance Assessment	Interpersonal Speaking	I can talk about what is important to young people today.
<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.
Interpersonal Literacy (INP-LIT) Communicate, react and show interest Continue and extend conversations Increase comprehensibility and clarity of expression Infer meaning of unfamiliar language Select, use and cite resources		
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.
<i>Kurzgeschichte 3:</i>	Interpersonal Speaking: <i>Im Zug</i>	I can talk to someone about what

<i>Ku(h)ltur</i>		life is like for a foreigner within Germany.
Presentational Intercultural Communication (P-C) Investigate intercultural products, practices and perspectives Communicate with culturally appropriate language and behaviors Inform, describe or explain Narrate about life, events or experiences Support preferences, opinions or viewpoints		
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>Kurzgeschichte 3: Ku(h)ltur</i>	<i>Aktivität 3: Deine Meinung</i>	I can write about the cultural and environmental elements of meat consumption.
<i>Geschichte: Das Kopftuch</i>	<i>Aktivität 3: Erzähl die Geschichte!</i>	I can tell a story about stereotypes surrounding hijabs.
Integrated Performance Assessment	Presentational Writing	I can write about the values of German youth as well as my own personal values and opinions.

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

