

**Alignment to World Language Standards of Learning for Virginia Public Schools**  
**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 World Language Standards of Learning for Virginia Public Schools. If you have any questions, call 1-800-848-0256 or email [info@vocesdigital.com](mailto:info@vocesdigital.com).

<b><i>Einheit 1: Was macht mich aus?</i></b>		
<b>Interpretive Communication</b>		
<b>STANDARD 1: Investigate Intercultural Products, Practices and Perspectives through Interpretive Communication (Interpretive Mode)</b> 1.NL Recognize a few typical products and practices related to familiar, everyday life in native and other cultures. 1.NM Identify typical products and practices related to familiar, everyday life in native and other cultures to help understand perspectives. 1.NH Identify and compare typical products and practices related to familiar, everyday life in native and other cultures to help understand perspectives.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<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 investigate products and perspectives in my

		own and other communities.
<b>STANDARD 2: Compare Intercultural Behaviors</b> 2.NL Recognize a few very simple behaviors in other cultures. 2.NM Identify familiar or everyday behaviors in other cultures. 2.NH Identify and compare familiar or everyday behaviors in native and other cultures.		
<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>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>STANDARD 3: Comprehend Authentic Texts that are Spoken, Written, or Signed</b> 3.NL Understand a few familiar words or phrases in authentic informational texts; authentic fictional texts; and overheard or observed conversations. 3.NM Understand very basic information in authentic informational texts; authentic fictional texts; and overheard or observed conversations. 3.NH Understand the topic and some isolated facts in authentic informational texts; authentic fictional texts; and overheard or observed conversations.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<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>Kurzgeschichte 3: Ku(h)ltu</i>	Interpretive Listening: <i>Veränderungen</i>	I can understand a video about dealing with change.

Integrated Performance Assessment	Interpretive Reading	I can read an article about what is important to young people in Germany.
<b>Interpersonal Communication</b>		
<b>STANDARD 4: Investigate Intercultural Products, Practices and Perspectives (Interpersonal Mode)</b> 4.NL Identify a few typical products and practices related to familiar, everyday life in native and other cultures. 4.NM Identify typical products and practices related to familiar, everyday life to help understand perspectives of native and other cultures. 4.NH Identify products and practices related to everyday life to help understand perspectives of native and other 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>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>STANDARD 5: Interact with Culturally Appropriate Language and Behaviors (Interpersonal Mode)</b> 5.NL Interact in very familiar situations using practiced language and behaviors and show cultural awareness by recognizing a few culturally inappropriate behaviors. 5.NM Interact in very familiar situations using practiced language and behaviors and show cultural awareness by recognizing culturally inappropriate behaviors. 5.NH Interact in familiar, everyday situations using practiced language and behaviors and show cultural awareness by recognizing culturally inappropriate behaviors		
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.

<b>STANDARD 6: Exchange Information and Ideas</b> 6.NL Provide basic oral or signed information on very familiar topics. 6.NM Request and share simple oral or signed information on familiar or everyday topics. 6.NH Request and share oral or signed information on familiar and everyday topics.		
Section	Title	Can-Do/Description
<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.
<b>STANDARD 7: Meet Personal Needs or Address Situations</b> 7.NL Express a few basic personal needs in very familiar situations. 7.NM Express basic needs in familiar or everyday situations. 7.NH Interact with others to meet basic needs in familiar and everyday situations.		
Section	Title	Can-Do/Description
<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.
<b>STANDARD 8: Express, React to and Support Preferences, Opinions or Viewpoints</b> 8.NL Express a few basic preferences or feelings. 8.NM Express basic preferences or feelings and react to those of others. 8.NH Express, ask about, and react to simple preferences, feelings, or opinions on familiar topics.		
Section	Title	Can-Do/Description
<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.
<b>Presentational Communication</b>		
<b>STANDARD 9: Investigate Intercultural Products, Practices and Perspectives (Presentational Mode)</b> 9.NL Identify a few typical products and practices related to familiar, everyday life in native and other cultures. 9.NM Identify typical products and practices related to familiar, everyday life to help understand perspectives of native and other cultures.		

9.NH Identify similarities and differences between typical products and practices related to everyday life to help understand perspectives of native and other 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 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.
<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.
Integrated Performance Assessment	Presentation Writing	I can write about the values of German youth as well as my own personal values and opinions.
<b>STANDARD 10: Communicate with Culturally Appropriate Language and Behaviors (Presentational Mode)</b> 10.NL Present in very familiar intercultural situations using memorized or practiced language and behaviors. 10.NM Present in very familiar intercultural situations using practiced or learned language and behaviors. 10.NH Present in very familiar situations using appropriate learned behaviors to show basic cultural awareness.		
Section	Title	Can-Do/Description
<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 3: Deine Meinung</i>	I can write about the cultural and environmental elements of meat consumption.
<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.
Integrated Performance Assessment	Presentation Writing	I can write about the values of German youth as well as my own personal values and opinions.
<b>STANDARD 11: Inform, Describe, Explain, or Provide Instruction</b> 11.NL Name very familiar people, places, and objects. 11.NM Give simple information about very familiar topics. 11.NH Give simple descriptions of familiar and everyday topics.		
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>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.
Integrated Performance Assessment	Presentation Writing	I can write about the values of German youth as well as my own personal values and opinions.
<b>STANDARD 12: Narrate About Life, Events, or Experiences</b> 12.NL Provide very basic details about self. 12.NM Provide simple details about self, interests, and activities. 12.NH Provide details about personal life, interests, and activities.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<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>Das Interview: Wer bist du?</i>	I can talk about my beliefs and someone who has different beliefs than I do.
Integrated Performance Assessment	Presentation Writing	I can write about the values of German youth as well as my own personal values and opinions.
<b>STANDARD 13: Support Preferences, Opinions, or Viewpoints</b> 13.NL Express likes and dislikes about very familiar topics from native and other cultures. 13.NM Express likes and dislikes about familiar topics from native and other cultures. 13.NH Express preferences on familiar and everyday topics or topics of interest from native and other cultures.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<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>Das Interview: Wer bist du?</i>	I can talk about my beliefs and someone who has different beliefs than I do.
Integrated Performance Assessment	Presentation Writing	I can write about the values of German youth as well as my own personal values and opinions.
<b>Communicative Literacy</b>		
<b>STANDARD 14: Develop Interpretive Literacy</b> 14.1 Infer Meaning and Nuances of Texts 14.2 Recognize and Use Organizational Features of Texts 14.3 Apply Self-Questioning Skills 14.4 Make Text Connections 14.5 Select, Use and Cite Resources		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Kurzgeschichte 1: Verurteilt</i>	<i>Aktivität 1: Fragen zur Story</i>	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>	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>	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>	I can understand a video about dealing with change.
<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.
<b>STANDARD 15: Develop Interpersonal Literacy</b> 15.1 Communicate, React, and Show Interest 15.2 Continue and Extend Conversations 15.3 Increase Comprehensibility and Clarity of Expression 15.4 Infer Meaning of Unfamiliar Language 15.5 Select, Use and Cite Resources		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<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.
<b>STANDARD 16: Develop Presentational Literacy</b> 16.1 Choose Relevant, Authentic Content and Concepts 16.2 Organize Information 16.3 Increase Comprehensibility and Clarity of Expression 16.4 Maintain and Increase Audience Interest 16.5 Select, Use and Cite Resources		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Kurzgeschichte 1: Verurteilt</i>	<i>Aktivität 3: Eine E-Mail schreiben</i>	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>	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>	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>	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.
<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>Rückblick und Beurteilung</i>	<i>Meine originelle Geschichte!</i>	I can write an original story.
<i>Rückblick und Beurteilung</i>	<i>Erzähle uns eine originelle Geschichte!</i>	I can tell an original story.
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](http://VocesDigital.com) or call 1-800-848-0256.

