

Alignment to West Virginia College- and Career-Readiness Standards for 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 West Virginia's College- and Career-Readiness Standards for World Languages. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

| Einheit 1: Was macht mich aus? | | | |
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| Language | | | |
| Interpersonal Communication: Interpersonal Communication refers to communication between a minimum of two individuals and involves an exchange of information. Interpersonal Communication may be oral or written, and participants utilize the language to negotiate meaning. | | | |
| 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. |
| Presentational Speaking: Presentational Speaking is a one-way verbal communication. Learners use the target language to present information, concepts and ideas in order to inform, explain, persuade, and narrate. More advanced learners are able to adapt the language to various audiences. | | | |
| 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. |

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| <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. |
| Interpretive Listening: Interpretive Listening is analyzing and interpreting another person's spoken words. Learners use these words to determine the main idea and context of a spoken passage. | | | |
| 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: Interpretive Reading is analyzing and interpreting written text. Learners use these words to determine the main idea and context of a written passage. | | | |
| 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. |

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| <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. |

Interculturality

Investigation of Products and Practices: Investigation of Products and Practices involves the study of common products that are produced by and representative of the target culture(s). In addition, it encompasses common traditions and behaviors that are typical of the target culture(s).

| Section | Title | Can-Do/Description |
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| <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. |

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| | | I can investigate products and perspectives in my own and other communities. |
| Understanding of Cultural Perspectives: Understanding of Cultural Perspectives is the insight into the values, norms, and thoughts that are representative of the target culture(s). These perspectives are typically shaped by the society in which the individual lives. | | |
| 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. |
| Participate in Cultural Interaction: Participate in Cultural Interaction is the process in which the learner is able to conduct himself appropriately in interactions with those from the target culture. The learner will recognize cultural differences and will avoid behaviors that are unacceptable by and to individuals from the target culture. | | |
| 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 |

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| | | 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. |
| <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. |

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

