Unsere Geschichten brings together the magic of storytelling with real-world tasks in order to cultivate both students' communicative abilities and intercultural understanding.

Overview of *Unsere Geschichten 1*

Each unit in *Unsere Geschichten 1* is based on a different **AP® subtheme**. **The use of subthemes in this curriculum framework helps guide storylines, authentic texts, communicative tasks, and cultural content.**

The primary components in each unit of Level 1 include:

- **Stories:** Each *Kurzgeschichte* (short story) targets six to ten structures in a compelling and comprehensible way and includes audio and/or illustrations to increase understanding. There are several options for introducing students to these target structures, including:
  - Total Physical Response (TPR®)
  - Personalized Questions and Answers (PQAs)
  - Co-Created Class Stories (scripts and circling examples provided)
- **Comprehension Activities:** After reading a story, comprehension activities allow students another opportunity to interact with the target structures, be exposed to more varied input, and demonstrate their understanding.
- **Communicative Tasks:** Interpretive, interpersonal, and presentational tasks in all communicative modes (i.e., writing, speaking, reading, and listening) draw from and expand on what students were exposed to in the *Kurzgeschichten* and prepare students for the Integrated Performance Assessment (IPA) at the end of Unit 1. **Communicative Tasks are provided in Unit 1 as a model for the teacher to build upon throughout the curriculum framework.**
- **Longer Stories:** *Geschichten* increase interactions with the structures presented in the *Kurzgeschichten*. The *Geschichten* can be used as formal assessments of the unit's target structures using the comprehension activities and/or communicative tasks.
- **Authentic Culture:** Cultural content is woven throughout each unit and includes:
  - *Interviews* that present the perspectives and experiences of native speakers from around the German-speaking world.
  - *Die Welt in Fotos* that present photos with AP-style simulated conversations, where students record themselves after listening to a native speaker.

- Panoramas that virtually transport students to a place in the German-speaking world where they can see, think, and wonder at their proficiency level.
  - Cultural videos, which depict key cultural elements mentioned along their journey through the unit.
- **Interactive Can-Do Statements:** Students self-assess their performance on communicative tasks with an integrated, clickable Can-Do statement. Both the student and the teacher can see the student's overall progress on a summative Can-Do checklist at the end of each unit.
- **Integrated Performance Assessments (IPAs):** These proficiency-based assessments incorporate authentic materials and tasks for a very "real" experience that draws on students' interpretive, interpersonal, and presentational skills. Unit 1 of Level 1 includes an IPA to be used as a model for the teacher to build upon throughout the curriculum framework.

As you can see, *Unsere Geschichten* provides an array of options for teachers at various levels of expertise. You can select which elements most appropriately meet the needs of individual students and teacher personalities in your unique school district. Our goal is to support teachers wherever they are on their journey in providing truly compelling, comprehensible input to increase students' proficiency levels.

Pacing for *Einheit 1*

Below, you will find one option for pacing the material in *Einheit 1* in *Unsere Geschichten 1*. This same pacing could be applied to later units and is meant to be an example of what a teacher *could* do, not an example of what a teacher *should* do.

Timing for these tasks is approximate and remember, that if you are talking with your students—about a story, a culture, or their personal lives—and your students are engaged and having fun or finding what you're saying interesting, then keep going! You are providing **Comprehensible Input**, and that's what matters most. Don't let a schedule stop you.

Also keep in mind that *Unsere Geschichten 1* is a curriculum framework and is therefore designed to be customized, personalized, and expanded upon by each individual teacher to suit your and your students' needs. *Unsere Geschichten 1* provides a strong curriculum framework for teaching German

and teachers can find many resources and guiding materials to aid them in creating their own activities, projects, and cultural lessons. For more information on how to edit material or for more ideas on how to implement the curriculum, call 800-848-0256 or email info@vocesdigital.com.

Things to Consider

We recommend creating a **class routine** by opening your class with the day, date, etc. and introducing your daily objectives using the included Can-Do statements and/or conducting a *Unsere Klasse, unsere Geschichten* student interview. Please note: If you are interviewing a student and it is going well and everyone seems engaged and learning, then just KEEP GOING. This kind of relevant, personal comprehensible input can be the most effective material you use with them.

We also recommend showing students the different games available to play in the **Voces Game Center**. Tell students that if they have down time in class or outside of class, or finish an assignment early, they can log in to *Unsere Geschichten* and play games. Learn more about the Voces Game Center here.

Exit Tickets and Blank Comics are referred to throughout the Pacing Guide. These are downloadable resources, which can be found under Additional Resources in the Resource Library in the Teacher's Panel.

As you look over the Pacing Guide, keep in mind that our pacing and timing is **approximate**. You may find yourself moving faster or slower. Take the time to discover your "flow." **Furthermore, since *Unsere Geschichten* has been designed as a curriculum framework, this pacing guide will likely be embellished with your own personalized activities, cultural lessons, and class projects to add to the depth of the content provided. Therefore, the four and a half week pacing guide given in this document is a solid foundation and template for your lesson planning.**

If you ever feel like you are moving too **fast**, then consider slowing down. Remember that engaging and connecting with your students about the material is key to the success of a Comprehensible Input approach. At the same time, if you're moving fast and the students are "getting" it, then more power to you! Go with the flow! You can always make a unit last longer by adding your own material to a

unit using the Voces Editor, or incorporating a FVR routine in your class schedule, or even spending a few weeks mid-way in the year reading a class novel.

If you are moving **slower**, then that's okay too! You can assign some of the activities as homework (and spend more time in class just talking to your students and reading the stories). It's totally up to you. As long as students are engaged and you are delivering comprehensible input, we recommend not worrying too much about how fast or slow you're moving in the curriculum. Let the students be your ultimate guide.

Finally, remember that there is value in varying how you present the material. For example, read one story out loud, play the native speaker audio to another story, and then let students act out scenes from the next story. Similarly, you may do Personalized Questions and Answers (PQAs) for one *Kurzgeschichte* and then use a Story Script for the next *Kurzgeschichte*. By mixing things up and delivering content in a variety of ways, you're more likely to keep your students interested in the material. You are also more likely to have fun and grow more as a teacher!

Note: The Pacing Guide assumes a situation where the teacher has students set up in their account and students have access to their own devices in class. This situation allows teachers to assign work, differentiate assignments, and grade those assignments, all within *Unsere Geschichten*. This situation also allows for teachers to move from projecting *Unsere Geschichten* in class to having students log in. If you don't have student accounts, you can still follow much of the Pacing Guide, but you will have to modify some aspects of it.

1 Unit = ~4 Weeks, 50-Minute Classes, 5 Days a Week			
Week 1			
Monday			
Min	Section	Details	Device

10-15	*Kurzgeschichte 1: Sie hat kein Heft* **Persönliche Fragen**	Open class by conducting a student interview using the *Unsere Klasse, unsere Geschichten* routine. Choose one student—ideally one of your more outgoing students for this first time—and "interview" them, asking some of the questions from the chart. Tip! Set a timer. Start with 5 minutes. See how it goes. Since this will be your first time, you may want to tell students that their exit ticket will be to write down three things they learned about the presenting student. English responses are appropriate at this stage.	Project for class.
15	*Kurzgeschichte 1: Sie hat kein Heft* **Wichtiges Vokabular**	Introduce the *Wichtiges Vokabular* for *Kurzgeschichte 1: Sie hat kein Heft* There are directions for introducing the structures using TPR on the page.	Project for class.
25	*Kurzgeschichte 1: Sie hat kein Heft* **Persönliche Fragen**	Next, do the PQA scripts with your students. Download the teacher version of the script and print it out—there are tips for you throughout.	Project for class.
10	**Exit Ticket**	At the end of class, have students fill out the Exit Ticket, *Abschlussnotiz - Eine spezielle Person*, which can be found under Additional Resources in the Resource Library. Tip! You can use one of the other two *Abschlussnotiz* templates in the Resource Library, but the *Eine spezielle Person* template is relevant on those days when you begin class with the *Unsere Klasse, unsere Geschichten* routine.	Students complete exit ticket.
Tuesday			

10-15	*Kurzgeschichte 1: Sie hat kein Heft* **Persönliche Fragen**	Begin class continuing with the *Unsere Klasse, unsere Geschichten* routine. Choose a different student from the day before. Don't worry about asking them all the questions. Gauge the student's willingness and ability and check comprehension with the class by circling the responses and asking either/or questions. English responses are appropriate at this stage. <u>Tip!</u> Set a timer. Start with 5 minutes. See how it goes. If the student you are interviewing is having a good time and the other students are engaged and listening, then keep going past 5 minutes. If the students seem less engaged and less interested, then move on.	Project for class.
5	*Kurzgeschichte 1: Sie hat kein Heft* **Wichtiges Vokabular**	Project the *Wichtiges Vokabular* and reestablish meaning. <u>Tip!</u> You could use some of the questions from the PQAs from the day before, reviewing what you did, and reestablishing the meaning of the structures.	Project for class.
20-25	*Kurzgeschichte 1: Sie hat kein Heft* **Story Script**	Next, ask a story with your students using the story script. There are tips and recommendations for successfully asking a story on the page in *Unsere Geschichten*. <u>Tip!</u> For each *Kurzgeschichte*, you can choose to do either the PQAs or class story. You could also do both! However, we have found that teachers who enjoy talking to their students and getting to know them do well with the PQAs. It's what they're naturally doing anyhow! Teachers who like to perform in front of the class, are often exaggerated and silly, and have a penchant toward storytelling do well with the class stories, because those fit their style. Of course, it is up to you! Best would be to try both approaches and then continue with the one approach that you feel most comfortable with and that the students respond best to.	Project for class.

15	*Kurzgeschichte 1: Sie hat kein Heft* **Sie hat kein Heft**	Project the first story, *Sie hat kein Heft.* Make sure the structures and their definitions are visible for students to see. Then read the story out loud, stopping after every sentence or two and asking comprehension questions, ensuring that students are following along.	Project for class.
-	**Exit Ticket**	At the end of class, have students fill out the Exit Ticket, *Abschlussnotiz - Eine spezielle Person*, which can be found under Additional Resources in the Resource Library. <u>Tip!</u> You can use one of the other two *Abschlussnotiz* templates in the Resource Library, but the *Eine spezielle Person* template is relevant on those days when you begin class with the *Unsere Klasse, unsere Geschichten* routine.	Students complete exit ticket.
Wednesday			
10-15	*Kurzgeschichte 1: Sie hat kein Heft* **Persönliche Fragen**	Begin class continuing with the *Unsere Klasse, unsere Geschichten* routine. Choose a different student from the day before. Don't worry about asking them all the questions. Gauge the student's willingness and ability and check comprehension with the class by circling the responses and asking either/or questions. English responses are appropriate at this stage. <u>Tip!</u> Set a timer. Start with 5 minutes. See how it goes. If the student you are interviewing is having a good time and the other students are engaged and listening, then keep going past 5 minutes. If the students seem less engaged and less interested, then move on.	Project for class.
5	*Kurzgeschichte 1: Sie hat kein Heft* **Sie hat kein Heft**	Go to *Kurzgeschichte 1: Sie hat kein Heft* and play the native speaker audio of the story. Follow up with some additional comprehension questions (even repeated questions from when you were reading the story, but directed toward your quieter kids).	Project for class.

15	*Kurzgeschichte 1: Sie hat kein Heft* **Aktivität 1: Richtig oder Falsch? Aktivität 2: Lückentext**	Have students pair up or work individually and complete *Aktivitäten 1* and *2*. If time allows, review the activities as a class.	Assign beforehand. Students log in and go to pages.
10	*Kurzgeschichte 1: Sie hat kein Heft* **Aktivität 1: Richtig oder Falsch? Aktivität 2: Lückentext**	Review *Aktivitäten 1* and *2* in class and, in so doing, remind students about the story and reestablish the meaning of the structures.	Project for class. Students log in and go to pages.
-	**Exit Ticket**	At the end of class, have students fill out the Exit Ticket, *Abschlussnotiz - Eine spezielle Person*, which can be found under Additional Resources in the Resource Library. Tip! You can use one of the other two *Abschlussnotiz* templates in the Resource Library, but the *Eine spezielle Person* template is relevant on those days when you begin class with the *Unsere Klasse, unsere Geschichten* routine.	Students complete exit ticket.
	Thursday		
10	*Kurzgeschichte 1: Sie hat kein Heft* **Aktivität 3: Die richtige Reihenfolge**	If needed, begin class by re-reading *Kurzgeschichte 1: Sie hat kein Heft* and then have students do *Aktivität 3*. Review the answers to *Aktivität 3* as a class.	Assign the page beforehand. Students log in and go to page.
20	*Kurzgeschichte 1: Sie hat kein Heft*	Once the students finish, print out a blank comic strip from Additional Resources and have them illustrate and caption the story.	Hand out the blank comic strips.

5	*Presentational Writing:* **Meine Klassen**	Introduce the Can-Do for Presentational Writing: *Meine Klassen* at the beginning of class. Write it on the board, project it, or display it on the day's agenda. **I can list my class schedule.**	
15	*Presentational Writing:* **Meine Klassen**	Go to the Presentational Writing exercise in *Kurzgeschichte 1* and have students complete the assignment independently. **I can list my class schedule.**	Project for class.
-	**Exit Ticket**	Have students click on the Can-Do and self-assess. <u>Tip!</u> In addition to clicking on the Can-Do and self-assessing, you may also want to use one of the other *Abschlussnotiz* templates in the Resource Library, which you would need to print out in advance. The *Statusmeldung* template prompts students to give a status update, like they would on a social media site, and the *Heute ist* template prompts students to write down what they learned on this day.	
Friday			
10-15	*Kurzgeschichte 2: Sie kann nicht schreiben* **Persönliche Fragen**	Begin class continuing with the *Unsere Klasse, unsere Geschichten* routine, but choose a different student than before to interview.	Project for class.
15	*Kurzgeschichte 2: Sie kann nicht schreiben* **Wichtiges Vokabular**	Introduce the *Wichtiges Vokabular* for *Kurzgeschichte 2*—project it on the board and associate a gesture for each structure. There are ideas for these gestures on this page in *Unsere Geschichten*.	Project for class.

25	*Kurzgeschichte 2: Sie kann nicht schreiben* **Story Script**	Next, ask a story with your students using the story script. There are tips and recommendations for successfully asking a story on the page in *Unsere Geschichten*. Tip! For each *Kurzgeschichte*, you can choose to do either the PQAs or class story. You could also do both! However, we have found that teachers who enjoy talking to their students and getting to know them do well with the PQAs. It's what they're naturally doing anyhow! Teachers who like to perform in front of the class, are often exaggerated and silly, and have a penchant toward storytelling do well with the class stories, because those fit their style. Of course, it is up to you! Best would be to try both approaches and then continue with the one approach that you feel most comfortable with and that the students respond best to.	Project for class.
-	**Exit Ticket**	At the end of class, have students fill out the Exit Ticket, *Abschlussnotiz - Eine spezielle Person*, which can be found under Additional Resources in the Resource Library. Tip! You can use one of the other two *Abschlussnotiz* templates in the Resource Library, but the *Eine spezielle Person* template is relevant on those days when you begin class with the *Unsere Klasse, unsere Geschichten* routine.	Students complete exit ticket.

1 Unit = ~4 Weeks, 50-Minute Classes, 5 Days a Week			
Week 2			
Monday			
10-15	*Kurzgeschichte 2: Sie kann nicht schreiben* **Persönliche Fragen**	Begin class continuing with the *Unsere Klasse, unsere Geschichten* routine, but choose a different student than before to interview.	Project for class.

5	*Kurzgeschichte 2: Sie kann nicht schreiben* **Wichtiges Vokabular**	Review the *Wichtiges Vokabular* for *Kurzgeschichte 2*.	Project for class.
15	*Kurzgeschichte 2: Sie kann nicht schreiben* **Sie kann nicht schreiben**	First, play the native speaker audio for *Sie kann nicht schreiben* for students while projecting the page so students can see the structures and story. Next, read *Sie kann nicht schreiben*, pausing and asking yes/no, true/false, and other simple comprehension questions to your students. <u>Tip!</u> Compare your students with the students in the story. You may get some laughs.	Project for class.
15	*Kurzgeschichte 2: Sie kann nicht schreiben* **Aktivität 1: Richtig oder Falsch? Aktivität 2: Lückentext**	Have students pair up or work individually and complete *Aktivitäten 1* and *2*. Review the activities as a class.	Assign beforehand. Students log in and go to pages.
5	*Kurzgeschichte 2: Sie kann nicht schreiben* **Aktivität 3: Die richtige Reihenfolge**	Once everyone is done with *Aktivitäten 1* and *2* and you reviewed their work as a class, have students work on *Aktivität 3* on their own.	Assign beforehand. Students log in and go to page.
-	**Exit Ticket**	At the end of class, have students fill out the Exit Ticket, *Abschlussnotiz - Eine spezielle Person*, which can be found under Additional Resources in the Resource Library. <u>Tip!</u> You can use one of the other two *Abschlussnotiz* templates in the Resource Library, but the *Eine spezielle Person* template is relevant on those days when you begin class with the *Unsere Klasse, unsere Geschichten* routine.	Students complete exit ticket.
Tuesday			

10-15	*Kurzgeschic hte 2: Sie kann nicht schreiben* **Persönliche Fragen**	Begin class continuing with the *Unsere Klasse, unsere Geschichten* routine, but choose a different student than before to interview.	Project for class.
5	Interpersonal Writing: *Willst du nach der Schule in den Park gehen?*	Introduce the Can-Do for Interpersonal Writing: *Willst du nach der Schule in den Park gehen?* at the beginning of class. Write it on the board, project it, or display it on the day's agenda. **I can communicate basic information about school to one of my classmates.**	Project for class.
25	Interpersonal Writing: *Willst du nach der Schule in den Park gehen?*	Have students complete the activity for Interpersonal Writing: *Willst du nach der Schule in den Park gehen?* Afterwards, review students' answers together as a class.	Assign beforehan d. Students log in and go to pages.
10	*Kurzgeschic hte 2: Sie kann nicht schreiben* **Konzentratio n bitte!** **Noticing Verb Forms**	Spend a few minutes reviewing the grammar concept introduced in *Sie kann nicht schreiben* - Noticing Verb Forms. We recommend preparing your own activities to test students' understanding of this grammar concept. Maybe assign a short quiz or a few exercises for homework.	Project for class. Hand out accompan y-ing activities if necessary .
-	**Exit Ticket**	At the end of class, have students fill out the Exit Ticket, *Abschlussnotiz - Eine spezielle Person*, which can be found under Additional Resources in the Resource Library. Tip! You can use one of the other two *Abschlussnotiz* templates in the Resource Library, but the *Eine spezielle Person* template is relevant on those days when you begin class with the *Unsere Klasse, unsere Geschichten* routine.	Students complete exit ticket.

Wednesday

10-15	*Kurzgeschichte 2: Sie kann nicht schreiben* **Persönliche Fragen**	Begin class continuing with the *Unsere Klasse, unsere Geschichten* routine, but choose a different student than before to interview.	Project for class.
15	*Kurzgeschichte 2: Sie kann nicht schreiben* **Sie kann nicht schreiben**	Review *Sie kann nicht schreiben* as a class. Print out the 4-Panel Blank Comic in Additional Resources in the Resource Library. Have students illustrate and caption the story.	Project for class. Print off blank comic
15	*Extra! Extra!* **Die Welt in Fotos Eine Schule in Deutschland: Das Gymnasium in Nörtingen**	Project the image in class and talk about it/describe it to your students using some of the structures from the *Sie kann nicht schreiben* story. Have students log in and complete the activity.	Project for class. Assign beforehand. Students log in and go to pages.
10	*Kurzgeschichte 1: Sie hat kein Heft* **Wichtiges Vokabular** *Kurzgeschichte 2: Sie kann nicht schreiben* **Wichtiges Vokabular**	Wrap up class by reviewing *Wichtiges Vokabular* from *Kurzgeschichten 1* and *2* as well as answering any grammar or comprehension questions from students.	Project for class.

-	**Exit Ticket**	At the end of class, have students fill out the Exit Ticket, *Abschlussnotiz - Eine spezielle Person*, which can be found under Additional Resources in the Resource Library. <u>Tip!</u> You can use one of the other two *Abschlussnotiz* templates in the Resource Library, but the *Eine spezielle Person* template is relevant on those days when you begin class with the *Unsere Klasse, unsere Geschichten* routine.	Students complete exit ticket.
		Thursday	
5	*Kurzgeschichte 3: Neu in der Schule*	Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day's agenda. **I can read a story about a new student at school.**	Project for class.
10-15	*Kurzgeschichte 3: Neu in der Schule* **Persönliche Fragen**	Begin class continuing with the *Unsere Klasse, unsere Geschichten* routine, but choose a different student than before to interview.	Project for class.
10	*Kurzgeschichte 3: Neu in der Schule* **Wichtiges Vokabular**	Review the *Wichtiges Vokabular* for *Kurzgeschichte 3*.	Project for class.
15	*Kurzgeschichte 3: Neu in der Schule*	Take this opportunity to do a Story Script with your class that you've put together. We've provided examples of Story Scripts in the first two stories of this Unit in the curriculum framework. Create your own personal Story Script for your class and have fun putting together a unique and entertaining story!	Project for class.

15	*Kurzgeschichte 3: Neu in der Schule* **Neu in der Schule**	Now, read the story with them. Read it multiple times… - First read it without anything projected, pausing and asking simple questions along the way. - Then, read it again with the illustrations projected. Pause and ask simple questions as you read it, referring to the illustrations. - You may want to act out some of the story, having various students "play" the different characters.	Project for class.
-	**Exit Ticket**	At the end of class, have students fill out the Exit Ticket, *Abschlussnotiz - Eine spezielle Person*, which can be found under Additional Resources in the Resource Library.	Students complete exit ticket.
Friday			
10-15	*Kurzgeschichte 3: Neu in der Schule* **Aktivität 1: Wer ist das? Aktivität 2: Lückentext**	Begin class by warming-up with *Aktivitäten 1* and *2* for *Kurzgeschichte 3*. You can complete these activities as a class or have students work in pairs.	Project for class. Assign beforehand. Students log in and go to pages.
15	*Kurzgeschichte 3: Neu in der Schule* **Aktivität 3: Fragen zum Text**	Review the answers for *Aktivitäten 1* and *2* as a class. Then, have students complete *Aktivität 3: Fragen zum Text*. Go over the activity as a class and have students practice reading the questions and answers out loud to the class.	Project for class. Assign beforehand. Students log in and go to pages.

20	*Kurzgeschichte 3: Neu in der Schule* **Interpersonal Speaking: Ich habe eine Frage**	Introduce the Can-Do for this activity. **I can talk about school supplies and where to get them.** Have students complete the Interpersonal Speaking activity. If time allows, have students work in pairs to create their own dialogues for a speaking exercise using the vocabulary from the Unit.	Assign beforehand. Students log in and go to pages.
-	**Exit Ticket**	At the end of class, have students fill out the Exit Ticket, *Abschlussnotiz - Heute ist*, which can be found under Additional Resources in the Resource Library.	Students complete exit ticket.

1 Unit = ~4 Weeks, 50-Minute Classes, 5 Days a Week			
Week 3			
Monday			
10-15	*Kurzgeschichte 4: Wo ist der Laptop?* **Persönliche Fragen**	Begin class continuing with the *Unsere Klasse, unsere Geschichten* routine, but choose a different student than before to interview.	Project for class.
10	*Kurzgeschichte 4: Wo ist der Laptop?* **Wichtiges Vokabular**	Introduce the *Wichtiges Vokabular* for *Kurzgeschichte 4*—project it on the board and associate a gesture for each structure. There are ideas for these gestures on this page in *Unsere Geschichten*.	Project for class.
20	*Kurzgeschichte 4: Wo ist der Laptop?* **Persönliche Fragen**	Next, do the PQA scripts with your students. Download the scripts and print them out—there are tips for you throughout.	Project for class.

15	*Kurzgeschic hte 4: Wo ist der Laptop?* **Wo ist der Laptop?**	Now, read the story with them. Read it multiple times… - First read it without anything projected, pausing and asking simple questions along the way. - Then, read it again with the illustrations projected. Pause and ask simple questions as you read it, referring to the illustrations. - You may want to act out some of the story, having various students "play" the different characters.	Project for class.
-	**Exit Ticket**	At the end of class, have students fill out the Exit Ticket, *Abschlussnotiz - Eine spezielle Person*, which can be found under Additional Resources in the Resource Library.	Students complete exit ticket.
Tuesday			
10-15	*Kurzgeschic hte 4: Wo ist der Laptop?* **Persönliche Fragen**	Begin class continuing with the *Unsere Klasse, unsere Geschichten* routine, but choose a different student than before to interview.	Project for class.
20	*Kurzgeschic hte 4: Wo ist der Laptop?* **Wo ist der Laptop?**	Print out the illustrations or project them on the board, and have students copy the parts of the story that match each illustration. When they're done, review the story with them— retell it while looking at the illustrations.	Project for class and have students log in. They will need paper too.
10	*Grammatik - Tipp!: Verb Conjugation*	Project the grammar note and review the grammar concept as a class. Have the students complete the activity.	Project for class.

10-15	*Kurzgeschichte 4: Wo ist der Laptop?* ***Aktivität 1: Korrigiere die Sätze!*** ***Aktivität 2: Beschreibe die Bilder!***	Have students complete *Aktivitäten 1* and *2* on their own. If time allows, go over the correct responses as a class.	Assign beforehand. Students log in and go to pages.
-	**Exit Ticket**	At the end of class, have students fill out the Exit Ticket, *Abschlussnotiz - Eine spezielle Person*, which can be found under Additional Resources in the Resource Library.	Students complete exit ticket.
	Wednesday		
10-15	*Kurzgeschichte 4: Wo ist der Laptop?* ***Persönliche Fragen***	Begin class continuing with the *Unsere Klasse, unsere Geschichten* routine, but choose a different student than before to interview OR work on PQAs using the structures for *Kurzgeschichte 4*.	Project for class.
10	*Kurzgeschichte 4: Wo ist der Laptop?* ***Aktivität 3: Erzähl die Geschichte!***	Play the audio for *Kurzgeschichte 4: Wo ist der Laptop?* as a quick refresher of the story. Next, have students work on *Aktivität 3* on their own.	Project for class. Assign beforehand. Students log in and go to pages.
10	*Kurzgeschichte 4: Wo ist der Laptop?* **Interpretive Reading:** *Materialliste*	Look over the images and article for Interpretive Reading: *Materialliste* together as a class. If you see fit, review the structures for *Kurzgeschichte 4* to refresh students' memory and prepare them for the Interpretive Reading activities. Introduce the Can-Do statement before beginning the assignment. **I can understand a document about school supplies.**	Project for class. Assign beforehand. Students log in and go to pages.

25	*Kurzgeschichte 4: Wo ist der Laptop?* **Interpretive Reading:** *Materialliste*	Complete the activities for Interpretive Reading: *Materialliste* as a class or assign students partnerwork.	Project for class. Assign beforehand. Students log in and go to pages.
-	**Exit Ticket**	At the end of class, have students fill out the Exit Ticket, *Abschlussnotiz - Statusmeldung*, which can be found under Additional Resources in the Resource Library.	Students complete exit ticket.
Thursday			
5	*Extra! Extra! Das Interview* **Marina**	Introduce the Can-Do at the beginning of class. Write it on the board, project it for the class, or display it on the day's agenda. **I can understand some of what someone says about where they live and what they study.**	
5	*Extra! Extra! Das Interview* **Marina**	Play the interview for the class. Ask a question or two to get a sense of how well they understood it. Maybe ask in English what was challenging about hearing it. Note that this might be one of the first times they're hearing a speaker speak quickly (or normally) in German.	Project for class.
5	*Extra! Extra! Das Interview* **Marina**	Play the video again, but this time project the transcript so they can follow along with it. Pause three or four times to ask comprehension questions. <u>Tip!</u> You may even ask some of the comprehension questions they're about to answer.	Project for class.

15	*Extra! Extra! Das Interview* **Marina**	Now have students log in and do the comprehension questions and fill-in-the-blank section either in pairs or on their own. Spend a few minutes reviewing as a class.	Project for class and assign beforehand. Students log in and go to page.
10	*Extra! Extra! Das Interview* **Marina**	Let them complete the writing section on their own. Walk around the class and be available to give them guidance as necessary.	Assign beforehand. Students log in and go to page.
10		Have students practice presenting themselves to the class and talking about themselves in German. Maybe begin with one of your more outgoing and confident students for this activity. Encourage students to share as much as possible.	
-	**Exit Ticket**	Have students click on the Can-Dos and self-assess.	
Friday			
10-15	*Geschichte 1: Eine Party*	Begin class continuing with the *Unsere Klasse, unsere Geschichten* routine, but choose a different student than before to interview.	Project for class.
5	*Geschichte 1: Eine Party* **Eine Party**	Introduce the *Wichtiges Vokabular* for the *Geschichte 1*—project it on the board and associate a gesture for each structure.	Project for class.
25	*Geschichte 1: Eine Party*	Next, ask a story with your students using your own personalized story script. Remember that we have Story Script examples in the first two *Kurzgeschichten* in Unit 1 of this curriculum framework. Use those pre-made scripts as a template for creating your own.	Project for class.

10	*Geschichte 1: Eine Party* **Eine Party**	If time allows, play the audio of the story *Eine Party* and ask some questions about it afterward.	Project for class.
-	**Exit Ticket**	At the end of class, have students fill out the Exit Ticket, *Abschlussnotiz - Eine spezielle Person*, which can be found under Additional Resources in the Resource Library.	Students complete exit ticket.

1 Unit = ~4 Weeks, 50-Minute Classes, 5 Days a Week			
Week 4			
Monday			
10-15	*Geschichte 1: Eine Party* **Eine Party**	Begin class by reading the story, pausing a few times to check for comprehension.	Project for class.
20	*Geschichte 1: Eine Party* **Aktivität 1: Was stimmt? Aktivität 2: Wer ist das?**	Have students log in and complete *Aktivitäten 1* and *2* on their own. Time permitting, review the answers as a class.	Assign beforehand. Students log in and go to pages.
10-15	*Geschichte 1: Eine Party* **Aktivität 3: Lückentext**	Have students complete *Aktivität 3* independently. Review the answers as a class.	
-	**Exit Ticket**	At the end of class, have students fill out the Exit Ticket, *Abschlussnotiz - Eine spezielle Person*, which can be found under Additional Resources in the Resource Library.	Students complete exit ticket.
Tuesday			
10-15	*Geschichte 1: Eine Party*	Begin class continuing with the *Unsere Klasse, unsere Geschichten* routine, but choose a different student than before to interview.	Project for class.

15-20	*Geschichte 1: Eine Party*	Have students illustrate and caption the story using the 4-Panel Blank Comic in the Additional Resources in the Resource Library.	Assign beforehand. Students log in and go to page.
15	*Geschichte 1: Eine Party* **Presentational Speaking***: Stellen Sie sich vor!*	Introduce the Can-Do for this activity. **I can introduce myself to my classmates and teacher.** Have students complete the Presentational Speaking activity.	Project for class. Students log in and go to page.
5-10	*Geschichte 2: Hausaufgaben* **Hausaufgaben**	Review the *Wichtiges Vokabular* for *Geschichte 2*.	Project for class.
-	**Exit Ticket**	Have students click on the Can-Do and self-assess.	
Wednesday			
15-20	*Geschichte 2: Hausaufgaben* **Hausaufgaben**	Begin class by reading the story, pausing a few times to check for comprehension. After reading the story, have students listen to the audio and the review the *Wichtiges Vokabular* for *Geschichte 2*.	Project for class.
20	*Geschichte 2: Hausaufgaben* ***Aktivität 1: Richtig oder Falsch? Aktivität 2: Lückentext***	Have students log in and complete *Aktivitäten 1* and *2* on their own. Time permitting, review the answers as a class.	

5-10	*Geschichte 2: Hausaufgaben* **Interpretive Listening:** *Typen von Schülern*	Watch the video for Interpretive Listening: *Typen von Schülern* as a class. Ask a few comprehension questions to gauge how well the students understood the video.	
20-25	*Geschichte 2: Hausaufgaben* **Interpretive Listening:** *Typen von Schülern*	Have the students complete the accompanying activities for the Interpretive Listening task. Time permitting, review the answers as a class. If you don't have enough time to complete the activities in class, assign the remainder of the work as homework.	
-	**Exit Ticket**	At the end of class, have students fill out the Exit Ticket, *Abschlussnotiz - Statusmeldung*, which can be found under Additional Resources in the Resource Library.	Students complete exit ticket.
Thursday			
5	*Extra! Extra!* **Das Panorama: Die Eschenschule**	Introduce the Can-Do at the beginning of class. Write it on the board, project it for the class, or display it on the day's agenda. **I can write about a panorama of a German schoolyard.**	
15-20	*Extra! Extra!* **Das Panorama: Die Eschenschule**	Spend a few minutes talking about the panorama. Have students complete the writing exercise individually. Review students' answers together as a class.	Assign beforehand. Students log in and go to page.

20-25	*Extra! Extra!* **Weitere Diskussion der wichtigen Fragen**	Spend a few minutes talking about the essential questions from Unit 1. Then have students complete the corresponding activity for each question. Review students' answers as a class if time allows.	Project for class. Assign beforehand. Students log in and go to page.
5	**Exit Ticket**	Have students complete the Can-Do Checklist.	Students log in and go to page.
	Friday		
10-15	End-of-Unit Review and Assessment: **Total Structures**	Begin class by reviewing the structures from Unit 1. Have students practice their pronunciation by reading aloud.	Project for class.
30	End-of-Unit Review and Assessment: *Meine originelle Geschichte!*	Have students create their own story using the target structures. You may wish to assign either writing or telling their original story, or both.	Assign beforehand. Have students log in and go to page(s).
10		When students finish creating their original story, have them illustrate their story using a 4-Panel Blank Comic page (which you would need to print off beforehand) or play games in the Voces Game Center.	
-	**Exit Ticket**	Have students click on the Can-Dos and self-assess.	

		Monday **Final Unit Assessment**		
5	Integrated Performance Assessment **Interpretive Reading**	Introduce the Can-Dos at the beginning of class. Write them on the board, project them, or display them on the day's agenda. **I can read, identify, and understand many words in a German class schedule.** **I can compare my class schedule to a typical class schedule of a student in Germany.**	Project for class.
5	Integrated Performance Assessment **Context**	Read the context and look at the pictures as a class. <u>Tip!</u> Remind students that this assignment is a formal assessment, and they will be working independently.	Project for class.
40	Integrated Performance Assessment **Interpretive Reading**	Assign the tasks ahead of time. Set the assignment so that students can't submit more than 2-3 times and can't leave the page once they begin.	Assign beforehand. Have students log in and go to pages.
-	**Exit Ticket**	Have students click on the Can-Dos and self-assess.	
		Tuesday **Final Unit Assessment**		
5	Integrated Performance Assessment **Interpersonal Speaking Presentational Writing**	Introduce the Can-Dos at the beginning of class. Write them on the board, project them, or display them on the day's agenda. **I can have a simple conversation with a student in German.** **I can write a text message to my host family.**	Project for class.
45	Integrated Performance Assessment **Interpersonal Speaking Presentational Writing**	Assign the tasks ahead of time. Set the assignment so that students can't submit more than 2-3 times and can't leave the page once they begin.	Assign beforehand. Have students log in and go to pages.

-	**Exit Ticket**	Have students click on the Can-Dos and self-assess.	

Here's a list of Unit 1 Can-Dos, if you choose to follow the Pacing Guide.

Unit 1 Can-Dos

Interpretive Reading

I can read a story about school supplies.

I can read a story about a test.

I can read a story about a new student at school.

I can read a story about a girl in Berlin.

I can read a story about a party.

I can read a story about homework.

I can read, identify, and understand many words in a German class schedule.

I can understand a document about school supplies.

Interpretive Listening

I can understand some of what someone says about where they live and what they study.

I can understand a video about different types of students.

Interpersonal Speaking

I can have a simple conversation with a student in German.

I can talk about my school.

I can talk about school supplies and where to get them.

Interpersonal Writing

I can respond appropriately to questions about a story.

I can communicate basic information about school to one of my classmates.

Presentational Speaking

I can tell an original story.

I can tell a story about a missing laptop.

I can introduce myself to my classmates and teacher.

Presentational Writing

I can write an original story.

I can write brief descriptions of illustrations for a story about a missing laptop.

I can write about a panorama of a German schoolyard.

I can write a text message to my host family.

I can list my class schedule.

Intercultural Competencies

I can use the German language both within and beyond my classroom to interact and collaborate in my community and the globalized world.

I can compare my school to a typical school in Germany.