

*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 2***

Each unit in *Unsere Geschichten 2* 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 2 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 2 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 2*. 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 2* 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 2* 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](mailto: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	<i>Kurzgeschichte 1: In der Touristeninformation</i> <b>Persönliche Fragen</b>	Open class by conducting a student interview using the <i>Unsere Klasse, unsere Geschichten</i> 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. <u>Tip!</u> 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	<i>Kurzgeschichte 1: In der Touristeninformation</i> <b>Wichtiges Vokabular</b>	Introduce the <i>Wichtiges Vokabular</i> for <i>Kurzgeschichte 1: In der Touristeninformation</i> . There are directions for introducing the structures using TPR on the page.	Project for class.
25	<i>Kurzgeschichte 1: In der Touristeninformation</i> <b>Persönliche Fragen</b>	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	<b>Exit Ticket</b>	At the end of class, have students fill out the Exit Ticket, <i>Abschlussnotiz - Eine spezielle Person</i> , which can be found under Additional Resources in the Resource Library. <u>Tip!</u> You can use one of the other two <i>Abschlussnotiz</i> templates in the Resource Library, but the <i>Eine spezielle Person</i> template is relevant on those days when you begin class with the <i>Unsere Klasse, unsere Geschichten</i> routine.	Students complete exit ticket.
<b>Tuesday</b>			
10-15	<i>Kurzgeschichte 1: In der Touristeninformation</i> <b>Persönliche Fragen</b>	Begin class continuing with the <i>Unsere Klasse, unsere Geschichten</i> 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	<i>Kurzgeschichte 1: In der Touristeninformation</i> <b>Wichtiges Vokabular</b>	Project the <i>Wichtiges Vokabular</i> 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	<i>Kurzgeschichte 1: In der Touristeninformation</i> <b>Story Script</b>	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 <i>Unsere Geschichten</i> . <u>Tip!</u> For each <i>Kurzgeschichte</i> , 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	<i>Kurzgeschichte 1: In der Touristeninformation</i> <b>In der Touristeninformation</b>	Project the first story, <i>In der Touristeninformation</i> . 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.
-	<b>Exit Ticket</b>	At the end of class, have students fill out the Exit Ticket, <i>Abschlussnotiz - Eine spezielle Person</i> , which can be found under Additional Resources in the Resource Library. <u>Tip!</u> You can use one of the other two <i>Abschlussnotiz</i> templates in the Resource Library, but the <i>Eine spezielle Person</i> template is relevant on those days when you begin class with the <i>Unsere Klasse, unsere Geschichten</i> routine.	Students complete exit ticket.
<b>Wednesday</b>			

10-15	<i>Kurzgeschichte 1: In der Touristeninformation</i> <b>Persönliche Fragen</b>	Begin class continuing with the <i>Unsere Klasse, unsere Geschichten</i> 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	<i>Kurzgeschichte 1: In der Touristeninformation</i> <b>In der Touristeninformation</b>	Go to <i>Kurzgeschichte 1: In der Touristeninformation</i> 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	<i>Kurzgeschichte 1: In der Touristeninformation</i> <b>Aktivität 1: Lückentext</b> <b>Aktivität 2: Geschichte ordnen</b>	Have students pair up or work individually and complete <i>Aktivitäten 1</i> and <i>2</i> . If time allows, review the activities as a class.	Assign beforehand. Students log in and go to pages.
10	<i>Kurzgeschichte 1: In der Touristeninformation</i> <b>Aktivität 1: Lückentext</b> <b>Aktivität 2: Geschichte ordnen</b>	Review <i>Aktivitäten 1</i> and <i>2</i> 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.



-	<b>Exit Ticket</b>	At the end of class, have students fill out the Exit Ticket, <i>Abschlussnotiz - Eine spezielle Person</i> , which can be found under Additional Resources in the Resource Library. <u>Tip!</u> You can use one of the other two <i>Abschlussnotiz</i> templates in the Resource Library, but the <i>Eine spezielle Person</i> template is relevant on those days when you begin class with the <i>Unsere Klasse, unsere Geschichten</i> routine.	Students complete exit ticket.
<b>Thursday</b>			
10	<i>Kurzgeschichte 1: In der Touristeninformation</i> <b>Aktivität 3: In der Touristeninformation</b>	If needed, begin class by re-reading <i>Kurzgeschichte 1: In der Touristeninformation</i> and then have students do <i>Aktivität 3</i> . Review the answers to <i>Aktivität 3</i> as a class.	Assign the page beforehand. Students log in and go to page.
20	<i>Kurzgeschichte 1: In der Touristeninformation</i>	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	<i>Interpersonal Writing: SMS aus Deutschland</i>	Introduce the Can-Do for Interpersonal Writing: <i>SMS aus Deutschland</i> at the beginning of class. Write it on the board, project it, or display it on the day's agenda. <b>I can communicate information about a famous city in Germany.</b>	
15	<i>Interpersonal Writing: SMS aus Deutschland</i>	Go to the Interpersonal Writing exercise in <i>Kurzgeschichte 1</i> and have students complete the assignment independently. <b>I can communicate information about a famous city in Germany.</b>	Project for class.

-	<b>Exit Ticket</b>	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 <i>Abschlussnotiz</i> templates in the Resource Library, which you would need to print out in advance. The <i>Statusmeldung</i> template prompts students to give a status update, like they would on a social media site, and the <i>Heute ist</i> template prompts students to write down what they learned on this day.	
<b>Friday</b>			
10-15	<i>Kurzgeschichte 1: In der Touristeninformation</i> <b>Persönliche Fragen</b>	Begin class continuing with the <i>Unsere Klasse, unsere Geschichten</i> routine, but choose a different student than before to interview.	Project for class.
5-10	<i>Kurzgeschichte 1: In der Touristeninformation</i> <b>Interpretive Listening: München in 5 Minuten</b>	Watch the video for Interpretive Listening: <i>München in 5 Minuten</i> as a class. Ask a few comprehension questions to gauge how well the students understood the video.	
20-25	<i>Kurzgeschichte 1: In der Touristeninformation</i> <b>Interpretive Listening: München in 5 Minuten</b>	Have the students complete the accompanying activities for the Interpretive Listening task. Then, review the answers as a class.	Project for class.

5-10	<i>Kurzgeschichte 1: In der Touristeninformation</i> <b>In der Touristeninformation</b>	Spend the final few minutes of class looking over the <b>Konzentration bitte!</b> section on Commands in German.	Project for class.
-	<b>Exit Ticket</b>	At the end of class, have students fill out the Exit Ticket, <i>Abschlussnotiz - Eine spezielle Person</i> , which can be found under Additional Resources in the Resource Library. <u>Tip!</u> You can use one of the other two <i>Abschlussnotiz</i> templates in the Resource Library, but the <i>Eine spezielle Person</i> template is relevant on those days when you begin class with the <i>Unsere Klasse, unsere Geschichten</i> routine.	Students complete exit ticket.

**1 Unit = ~4 Weeks, 50-Minute Classes, 5 Days a Week**

**Week 2**

**Monday**

10-15	<i>Kurzgeschichte 2: Eine Reise nach Mallorca</i> <b>Persönliche Fragen</b>	Begin class continuing with the <i>Unsere Klasse, unsere Geschichten</i> routine, but choose a different student than before to interview.	Project for class.
15	<i>Kurzgeschichte 2: Eine Reise nach Mallorca</i> <b>Wichtiges Vokabular</b>	Introduce the <i>Wichtiges Vokabular</i> for <i>Kurzgeschichte 2</i> —project it on the board and associate a gesture for each structure. There are ideas for these gestures on this page in <i>Unsere Geschichten</i> .	Project for class.

25	<i>Kurzgeschichte 2: Eine Reise nach Mallorca</i> <b>Story Script</b>	<p>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 <i>Unsere Geschichten</i>.</p> <p><u>Tip!</u> For each <i>Kurzgeschichte</i>, 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.</p>	Project for class.
-	<b>Exit Ticket</b>	<p>At the end of class, have students fill out the Exit Ticket, <i>Abschlussnotiz - Eine spezielle Person</i>, which can be found under Additional Resources in the Resource Library.</p> <p><u>Tip!</u> You can use one of the other two <i>Abschlussnotiz</i> templates in the Resource Library, but the <i>Eine spezielle Person</i> template is relevant on those days when you begin class with the <i>Unsere Klasse, unsere Geschichten</i> routine.</p>	Students complete exit ticket.
<b>Tuesday</b>			
15	<i>Kurzgeschichte 2: Eine Reise nach Mallorca</i> <b>Eine Reise nach Mallorca</b>	<p>First, play the native speaker audio for <i>Sie kann nicht schreiben</i> for students while projecting the page so students can see the structures and story. Next, read <i>Sie kann nicht schreiben</i>, pausing and asking yes/no, true/false, and other simple comprehension questions to your students.</p> <p><u>Tip!</u> Compare your students with the students in the story. You may get some laughs.</p>	Project for class.

20-25	<i>Kurzgeschichte 2: Eine Reise nach Mallorca</i> <b>Aktivität 1: Was stimmt?</b> <b>Aktivität 2: Was passt?</b>	Have students pair up or work individually and complete <i>Aktivitäten 1</i> and <i>2</i> . Review the activities as a class.	Assign beforehand. Students log in and go to pages.
5-10	<i>Kurzgeschichte 2: Eine Reise nach Mallorca</i> <b>Aktivität 3: Meine Reise nach . . .</b>	Once everyone is done with <i>Aktivitäten 1</i> and <i>2</i> and you reviewed their work as a class, have students work on <i>Aktivität 3</i> on their own.	Assign beforehand. Students log in and go to pages.
-	<b>Exit Ticket</b>	At the end of class, have students fill out the Exit Ticket, <i>Abschlussnotiz - Heute ist</i> , which can be found under Additional Resources in the Resource Library.	Students complete exit ticket.
<b>Wednesday</b>			
10-15	<i>Kurzgeschichte 2: Eine Reise nach Mallorca</i> <b>Persönliche Fragen</b>	Begin class continuing with the <i>Unsere Klasse, unsere Geschichten</i> routine, but choose a different student than before to interview.	Project for class.
15	<i>Kurzgeschichte 2: Eine Reise nach Mallorca</i> <b>Eine Reise nach Mallorca</b>	Review <i>Sie kann nicht schreiben</i> 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

10	<i>Kurzgeschichte 2: Eine Reise nach Mallorca</i> <b>Grammatik-Tipp! : Going to + prepositions</b>	Spend time as a class reviewing the Grammar Note for this short story. Have students complete the accompanying exercise and review answers as a class.	Project for class.
10	<i>Kurzgeschichte 1: In der Touristeninformation</i> <b>Wichtiges Vokabular</b> <i>Kurzgeschichte 2: Eine Reise nach Mallorca</i> <b>Wichtiges Vokabular</b>	Wrap up class by reviewing <i>Wichtiges Vokabular</i> from <i>Kurzgeschichten 1</i> and <i>2</i> as well as answering any grammar or comprehension questions from students.	Project for class.
-	<b>Exit Ticket</b>	At the end of class, have students fill out the Exit Ticket, <i>Abschlussnotiz - Eine spezielle Person</i> , which can be found under Additional Resources in the Resource Library. <u>Tip!</u> You can use one of the other two <i>Abschlussnotiz</i> templates in the Resource Library, but the <i>Eine spezielle Person</i> template is relevant on those days when you begin class with the <i>Unsere Klasse, unsere Geschichten</i> routine.	Students complete exit ticket.
<b>Thursday</b>			
10-15	<i>Kurzgeschichte 2: Eine Reise nach Mallorca</i> <b>Persönliche Fragen</b>	Begin class continuing with the <i>Unsere Klasse, unsere Geschichten</i> routine, but choose a different student than before to interview.	Project for class.

10	<i>Kurzgeschichte 2: Eine Reise nach Mallorca</i> <b>Interpretive Reading:</b> <i>Das Konzertposter</i>	Look over the images and article for Interpretive Reading: <i>Das Konzertposter</i> together as a class. If you see fit, review the structures for <i>Kurzgeschichte 2</i> to refresh students' memory and prepare them for the Interpretive Reading activities. Introduce the Can-Do statement before beginning the assignment. <b>I can understand a document about school supplies.</b>	Project for class. Assign beforehand. Students log in and go to pages.
25	<i>Kurzgeschichte 2: Eine Reise nach Mallorca</i> <b>Interpretive Reading:</b> <i>Das Konzertposter</i>	Complete the activities for Interpretive Reading: <i>Das Konzertposter</i> as a class or assign students partnerwork.	Project for class. Assign beforehand. Students log in and go to pages.
-	<b>Exit Ticket</b>	At the end of class, have students fill out the Exit Ticket, <i>Abschlussnotiz - Eine spezielle Person</i> , which can be found under Additional Resources in the Resource Library.	Students complete exit ticket.
<b>Friday</b>			
10-15	<i>Kurzgeschichte 3: Überraschung!</i> <b>Persönliche Fragen</b>	Begin class continuing with the <i>Unsere Klasse, unsere Geschichten</i> routine, but choose a different student than before to interview.	Project for class.
10	<i>Kurzgeschichte 3: Überraschung!</i> <b>Wichtiges Vokabular</b>	Review the <i>Wichtiges Vokabular</i> for <i>Kurzgeschichte 3</i> .	Project for class.

15	<i>Kurzgeschichte 3: Überraschung!</i>	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	<i>Kurzgeschichte 3: Überraschung! Überraschung!</i>	Now, read the story with them. Read it multiple times... <ul style="list-style-type: none"> <li>• First read it without anything projected, pausing and asking simple questions along the way.</li> <li>• Then, read it again with the illustrations projected. Pause and ask simple questions as you read it, referring to the illustrations.</li> <li>• You may want to act out some of the story, having various students “play” the different characters.</li> </ul>	Project for class.
-	<b>Exit Ticket</b>	At the end of class, have students fill out the Exit Ticket, <i>Abschlussnotiz - Heute ist</i> , 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**

15-20	<i>Kurzgeschichte 3: Überraschung!</i> <b>Aktivität 1: Korrigiere die Sätze!</b> <b>Aktivität 2: Lückentext</b>	Begin class by warming-up with <i>Aktivitäten 1</i> and <i>2</i> for <i>Kurzgeschichte 3</i> . 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.
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15-20	<i>Kurzgeschichte 3: Überraschung!</i> <b>Aktivität 3: Fragen zum Text</b>	Review the answers for <i>Aktivitäten 1</i> and <i>2</i> as a class. Then, have students complete <i>Aktivität 3: Fragen zum Text</i> . 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.
10-15	<i>Kurzgeschichte 3: Überraschung!</i> <b>Grammatik-Tipp!: Perfekt</b>	Spend time as a class reviewing the Grammar Note for this short story. Have students complete the accompanying exercise and review answers as a class.	Project for class.
-	<b>Exit Ticket</b>	At the end of class, have students fill out the Exit Ticket, <i>Abschlussnotiz - Heute ist</i> , which can be found under Additional Resources in the Resource Library.	Students complete exit ticket.
<b>Tuesday</b>			
10-15	<i>Kurzgeschichte 3: Überraschung!</i> <b>Presentational Speaking: Die Stadt München</b>	Introduce the Can-Do for this activity. <b>I can talk about the famous historical and cultural sites in Munich.</b> Have students complete the Presentational Speaking activity.	Project for class. Students log in and go to page.
10	<i>Kurzgeschichte 4: Auf dem Weg zum Café</i> <b>Wichtiges Vokabular</b>	Introduce the <i>Wichtiges Vokabular</i> for <i>Kurzgeschichte 4</i> —project it on the board and associate a gesture for each structure.	Project for class.

15	<i>Kurzgeschichte 4: Auf dem Weg zum Café</i>	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!	
15	<i>Kurzgeschichte 4: Auf dem Weg zum Café</i> <b><i>Auf dem Weg zum Café</i></b>	Now, read the story with them. Read it multiple times... <ul style="list-style-type: none"> <li>• First read it without anything projected, pausing and asking simple questions along the way.</li> <li>• Then, read it again with the illustrations projected. Pause and ask simple questions as you read it, referring to the illustrations.</li> <li>• You may want to act out some of the story, having various students “play” the different characters.</li> </ul>	Project for class.
-	<b>Exit Ticket</b>	Have students click on the Can-Do and self-assess.	
<b>Wednesday</b>			
10-15	<i>Kurzgeschichte 4: Auf dem Weg zum Café</i> <b><i>Persönliche Fragen</i></b>	Begin class continuing with the <i>Unsere Klasse, unsere Geschichten</i> routine, but choose a different student than before to interview.	Project for class.
15-20	<i>Kurzgeschichte 4: Auf dem Weg zum Café</i> <b><i>Auf dem Weg zum Café</i></b>	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	<i>Kurzgeschichte 4: Auf dem Weg zum Café</i> <b>Konzentration bitte! - Using the preposition zu</b>	Review the Attention! note for the story <i>Auf dem Weg zum Café</i> as a class. We recommend putting together your own short activity to help students practice this concept.	Project for class.
10-15	<i>Kurzgeschichte 4: Auf dem Weg zum Café</i> <b>Aktivität 1: Noch ein Problem!</b> <b>Aktivität 2: Beschreibe die Bilder!</b>	Have students complete <i>Aktivitäten 1</i> and <i>2</i> on their own. If time allows, go over the correct responses as a class.	Assign beforehand. Students log in and go to pages.
-	<b>Exit Ticket</b>	At the end of class, have students fill out the Exit Ticket, <i>Abschlussnotiz - Statusmeldung</i> , which can be found under Additional Resources in the Resource Library.	Students complete exit ticket.
<b>Thursday</b>			
10	<i>Kurzgeschichte 4: Auf dem Weg zum Café</i> <b>Aktivität 3: Erzähl die Geschichte!</b>	Play the audio for <i>Kurzgeschichte 4: Auf dem Weg zum Café</i> as a quick refresher of the story. Next, have students work on <i>Aktivität 3</i> on their own.	Project for class. Assign beforehand. Students log in and go to pages.

5	<i>Kurzgeschichte 4: Auf dem Weg zum Café</i> <b>Presentational Writing: Die Jugendherberge</b>	Introduce the Can-Do for Presentational Writing: <i>Die Jugendherberge</i> at the beginning of class. Write it on the board, project it, or display it on the day's agenda. <b>I can write about youth hostels in Germany.</b>	Project for class.
10-15	<i>Kurzgeschichte 4: Auf dem Weg zum Café</i> <b>Presentational Writing: Die Jugendherberge</b>	Go to the Presentational Writing exercise in <i>Kurzgeschichte 4</i> and have students complete the assignment independently.	Project for class.
5	<i>Extra! Extra! Das Interview Gabriel</i>	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. <b>I can understand what someone says about their hometown.</b>	
5	<i>Extra! Extra! Das Interview Gabriel</i>	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	<i>Extra! Extra! Das Interview Gabriel</i>	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	<i>Extra! Extra! Das Interview Gabriel</i>	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	<i>Extra! Extra! Das Interview Gabriel</i>	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.
-	<b>Exit Ticket</b>	Have students click on the Can-Dos and self-assess.	
<b>Friday</b>			
10-15	<i>Geschichte: In der Jugendherberge</i>	Begin class continuing with the <i>Unsere Klasse, unsere Geschichten</i> routine, but choose a different student than before to interview.	Project for class.
5	<i>Geschichte: In der Jugendherberge In der Jugendherberge</i>	Introduce the <i>Wichtiges Vokabular</i> for the <i>Geschichte 1</i> —project it on the board and associate a gesture for each structure.	Project for class.
25	<i>Geschichte: In der Jugendherberge</i>	Next, ask a story with your students using your own personalized story script. Remember that we have Story Script examples in the first two <i>Kurzgeschichten</i> in Unit 1 of this curriculum framework. Use those pre-made scripts as a template for creating your own.	Project for class.

10	<i>Geschichte: In der Jugendherber ge In der Jugendherb erge</i>	If time allows, play the audio of the story <i>In der Jugendherberge</i> and ask some questions about it afterward.	Project for class.
-	<b>Exit Ticket</b>	At the end of class, have students fill out the Exit Ticket, <i>Abschlussnotiz - Eine spezielle Person</i> , 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	<i>Geschichte: In der Jugendherber ge In der Jugendherb erge</i>	Begin class by reading the story, pausing a few times to check for comprehension.	Project for class.
20	<i>Geschichte: In der Jugendherber ge Aktivität 1: Neue Perspektive Aktivität 2: Beschreibe die Bilder!</i>	Have students log in and complete <i>Aktivitäten 1</i> and <i>2</i> on their own. Time permitting, review the answers as a class.	Assign beforehand. Students log in and go to pages.
10-15	<i>Geschichte: Eine Party Aktivität 3: Erzähl die Geschichte!</i>	Have students complete <i>Aktivität 3</i> independently. Review the answers as a class.	

-	<b>Exit Ticket</b>	At the end of class, have students fill out the Exit Ticket, <i>Abschlussnotiz - Eine spezielle Person</i> , which can be found under Additional Resources in the Resource Library.	Students complete exit ticket.
<b>Tuesday</b>			
10-15	<i>Geschichte: In der Jugendherberge</i>	Begin class continuing with the <i>Unsere Klasse, unsere Geschichten</i> routine, but choose a different student than before to interview.	Project for class.
15-20	<i>Geschichte: In der Jugendherberge</i>	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.
15-20	<i>Geschichte: In der Jugendherberge</i> <b>Interpersonal Speaking: In der Jugendherberge</b>	Introduce the Can-Do for this activity. <b>I can talk and ask questions about what a youth hostel has to offer.</b> Have students complete the Presentational Speaking activity.	Project for class. Students log in and go to page.
5	<i>Geschichte: In der Jugendherberge</i>	Review the <i>Wichtiges Vokabular</i> for <i>Geschichte</i> to wrap up class.	Project for class.
-	<b>Exit Ticket</b>	Have students click on the Can-Do and self-assess.	
<b>Wednesday</b>			
10-15	<i>Geschichte: In der Jugendherberge</i>	Begin class continuing with the <i>Unsere Klasse, unsere Geschichten</i> routine, but choose a different student than before to interview.	Project for class.

5	<i>Extra!</i> <i>Extra!</i> <b>Die Welt in Fotos: Eine Jugendherberge</b>	Introduce the Can-Dos at the beginning of class. Write it on the board, project it for the class, or display it on the day's agenda. <b>I can talk about travel accommodations in my city and in Germany.</b> <b>I can compare travel accommodations in my city and in Germany.</b>	Project for class.
15	<i>Extra!</i> <i>Extra!</i> <b>Die Welt in Fotos: Eine Jugendherberge</b>	Project the image in class and talk about it/describe it to your students using some of the structures from the <i>In der Jugendherberge</i> story.  Have students log in and complete the activity.	Project for class. Assign beforehand. Students log in and go to pages.
15-20	<b>Einheit 1: Reisen und Freizeit</b>	Use the Voces Game Center to review key vocabulary and structures from the Unit as a class.	Project for class.
-	<b>Exit Ticket</b>	At the end of class, have students fill out the Exit Ticket, <i>Abschlussnotiz - Statusmeldung</i> , which can be found under Additional Resources in the Resource Library.	Students complete exit ticket.
<b>Thursday</b>			
5	<i>Extra!</i> <i>Extra!</i> <b>Das Panorama: Westerland auf der Insel Sylt</b>	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. <b>I can write about a panorama of a seaside resort in Germany.</b>	Project for class.
15-20	<i>Extra!</i> <i>Extra!</i> <b>Das Panorama: Westerland auf der Insel Sylt</b>	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	<i>Einheit 1: Reisen und Freizeit</i> <b>Themes and Essential Questions by Unit</b>	Spend a few minutes talking about the essential questions from Unit 1. We encourage you to put together some short activities to use as partner work or group work. Review students' answers as a class if time allows.	Project for class. Assign beforehand. Students log in and go to page.
5	<b>Exit Ticket</b>	Have students complete the Can-Do Checklist.	Students log in and go to page.
<b>Friday</b>			
10-15	End-of-Unit Review and Assessment: <b>Total Structures</b>	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: <i>Meine originelle Geschichte!</i>	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.	
-	<b>Exit Ticket</b>	Have students click on the Can-Dos and self-assess.	

<b>Monday</b> <b>Final Unit Assessment</b>			
5	Integrated Performance Assessment <b>Interpretive Reading</b>	Introduce the Can-Dos at the beginning of class. Write them on the board, project them, or display them on the day's agenda. <b>I can read a document about places to visit and things to do in Leipzig.</b>	Project for class.
5	Integrated Performance Assessment <b>Context</b>	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 <b>Interpretive Reading</b>	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.
-	<b>Exit Ticket</b>	Have students click on the Can-Dos and self-assess.	
<b>Tuesday</b> <b>Final Unit Assessment</b>			
5	Integrated Performance Assessment <b>Interperson al Speaking Presentatio nal Writing</b>	Introduce the Can-Dos at the beginning of class. Write them on the board, project them, or display them on the day's agenda. <b>I can talk about what there is to see and do in Leipzig.</b> <b>I can write a postcard about my trip to Leipzig.</b>	Project for class.
45	Integrated Performance Assessment <b>Interperson al Speaking Presentatio nal Writing</b>	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.
-	<b>Exit Ticket</b>	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 write a postcard about my trip to Leipzig.
- I can understand a concert poster.
- I can read a story about a Tourist Information Office.
- I can read a story about packing for a trip to Mallorca.
- I can read a story about two friends surprising each other.
- I can read a story about a girl trying to get to a cafe.
- I can read a story about staying in youth hostels.

#### **Interpretive Listening**

- I can understand what someone says about their hometown.
- I can understand a video about the city of Munich.

#### **Interpersonal Speaking**

- I can talk about travel accommodations in my city and in Germany.
- I can talk about what there is to see and do in Leipzig.
- I can talk and ask questions about what a youth hostel has to offer.

#### **Interpersonal Writing**

- I can communicate information about a famous city in Germany.

#### **Presentational Speaking**

- I can tell an original story.
- I can talk about the famous historical and cultural sites in Munich.
- I can tell a story about staying in youth hostels.
- I can tell a story about a girl trying to get to a cafe.

#### **Presentational Writing**

- I can write an original story.
- I can write about a panorama of a seaside resort in Germany.
- I can write a postcard about my trip to Leipzig.
- I can write about youth hostels in Germany.

#### **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 travel accommodations in my city and in Germany.