

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 4*

Each unit in *Unsere Geschichten 4* 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 4 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* presents photos with AP-style simulated conversations, where students record themselves after listening to a native speaker.

- o *Panoramas* that virtually transport students to a place in the German-speaking world where they can see, think, and wonder at their proficiency level.
- o 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 4 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 4*. 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 4* 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 4* 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 an *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: Verurteilt Anhang: Stufe 4: Unsere Klasse, unsere Geschichten</i>	Open class by conducting a student interview using the <i>Stufe 4: Unsere Klasse, unsere Geschichten</i> routine. You will find this for Level 4 under <i>Anhang</i> . 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 five 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	Project for class.

		things they learned about the presenting student. English responses are appropriate at this stage.	
15	<i>Kurzgeschichte 1: Verurteilt</i> Wichtiges Vokabular	Introduce the <i>Wichtiges Vokabular</i> for <i>Kurzgeschichte 1: Verurteilt</i> . You may want to create a gesture or action for each phrase, or you can simply read the German and English and give some synonyms or other contextualized meaning.	Project for class.
25	<i>Kurzgeschichte 1: Verurteilt</i> Persönliche Fragen	Next, do the PQA scripts with your students.	Project for class.
10	Exit Ticket	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.
Tuesday			
10-15	<i>Kurzgeschichte 1: Verurteilt</i> Anhang: Stufe 4: Unsere Klasse, unsere Geschichten	Begin class continuing with the <i>Stufe 4: 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 five 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 five minutes. If the students seem less engaged and less interested, then move on.	Project for class.
5	<i>Kurzgeschichte 1: Verurteilt</i> Wichtiges Vokabular	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: Verurteilt</i> 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 <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!	Project for class.

		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.	
15	<i>Kurzgeschichte 1: Verurteilt</i> Verurteilt	Project the first story, <i>Verurteilt</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.
-	Exit Ticket	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.
Wednesday			
10-15	<i>Kurzgeschichte 1: Verurteilt</i> <i>Anhang: Stufe 4: Unsere Klasse, unsere Geschichten</i>	Begin class continuing with the <i>Stufe 4: 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 five 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 five minutes. If the students seem less engaged and less interested, then move on.	Project for class.
5	<i>Kurzgeschichte 1: Verurteilt</i> Verurteilt	Go to <i>Kurzgeschichte 1: Verurteilt</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: Verurteilt</i> Aktivität 1: Fragen zur Story	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.

	Aktivität 2: Minimalistisch oder maximalistisch leben?		
10	<i>Kurzgeschichte 1: Verurteilt</i> Aktivität 1: Fragen zur Story Aktivität 2: Minimalistisch oder maximalistisch leben?	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.
-	Exit Ticket	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.
Thursday			
10	<i>Kurzgeschichte 1: Verurteilt</i> Aktivität 3: Eine E-Mail schreiben	If needed, begin class by re-reading <i>Kurzgeschichte 1: Verurteilt</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: Verurteilt</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	Interpersonal Writing: SMS aus Deutschland	Introduce the Can-Do for Interpersonal Writing: <i>SMS aus Deutschland</i> . Write it on the board, project it, or display it on the day's agenda. I can write to someone about a book fair in Frankfurt.	
15	Interpersonal Writing: SMS aus Deutschland	Go to the Interpersonal Writing exercise in <i>Kurzgeschichte 1</i> and have students complete the assignment independently. I can write to someone about a book fair in Frankfurt.	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	

		<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.	
Friday			
10-15	<i>Kurzgeschichte 2: Sei einfach du selbst!</i> <i>Anhang: Stufe 4: Unsere Klasse, unsere Geschichten</i>	Begin class continuing with the <i>Stufe 4: Unsere Klasse, unsere Geschichten</i> routine, but choose a different student than before to interview.	Project for class.
15	<i>Kurzgeschichte 2: Sei einfach du selbst!</i> Wichtiges Vokabular	Introduce the <i>Wichtiges Vokabular</i> for <i>Kurzgeschichte 2: Sei einfach du selbst!</i> You may want to create a gesture or action for each phrase, or you can simply read the German and English and give some synonyms or other contextualized meaning.	Project for class.
25	<i>Kurzgeschichte 2: Sei einfach du selbst!</i> Story Script	Take this opportunity to do a Story Script with your class that you've put together. We've provided an example of a Story Script in the first short story 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.
-	Exit Ticket	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. Tip! 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			
15	<i>Kurzgeschichte 2: Sei einfach du selbst!</i> Sei einfach du selbst!	First, play the native speaker audio for <i>Sei einfach du selbst!</i> for students while projecting the page so students can see the structures and story.	Project for class.

		Next, read <i>Sei einfach du selbst!</i> , pausing and asking yes/no, true/false, and other simple comprehension questions to your students. <u>Tip!</u> Compare your students with the characters in the story. You may get some laughs.	
10-15	<i>Kurzgeschichte 2: Sei einfach du selbst!</i> Grammatik-Tipp!: Sich anhören wie ...	Spend time as a class reviewing the <i>Grammatik-Tipp!</i> for this short story.	Project for class.
20-25	<i>Kurzgeschichte 2: Sei einfach du selbst!</i> Aktivität 1: Was fehlt? Aktivität 2: Die Schulzeitung	Have students pair up or work individually and complete <i>Aktivitäten 1</i> and <i>2</i> . Review the activities as a class. Assign <i>Aktivität 3: Sei du selbst!</i> as homework.	Assign beforehand. Students log in and go to pages.
-	Exit Ticket	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.
Tuesday			
10-15	<i>Kurzgeschichte 2: Sei einfach du selbst!</i> Anhang: Stufe 4: Unsere Klasse, unsere Geschichten	Begin class continuing with the <i>Stufe 4: Unsere Klasse, unsere Geschichten</i> routine, but choose a different student than before to interview.	Project for class.
15	<i>Kurzgeschichte 2: Sei einfach du selbst!</i> Sei einfach du selbst!	Review <i>Sei einfach du selbst!</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.
15-20	<i>Kurzgeschichte 2: Sei einfach du selbst!</i> Presentational Writing: Deutsche Jugendliche in der Ausbildung	Introduce the Can-Do for this activity. I can write about the education system in Germany. Have students complete the Presentational Writing activity. Assign the Presentational Speaking activity as homework.	Project for class.

-	Exit Ticket	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.
Wednesday			
10-15	<i>Kurzgeschichte 3: Ku(h)ltur</i> Anhang: Stufe 4: Unsere Klasse, unsere Geschichten	Begin class continuing with the <i>Stufe 4: Unsere Klasse, unsere Geschichten</i> routine, but choose a different student than before to interview.	Project for class.
10	<i>Kurzgeschichte 3: Ku(h)ltur</i> Wichtiges Vokabular	Review the <i>Wichtiges Vokabular</i> for <i>Kurzgeschichte 3</i> .	Project for class.
15	<i>Kurzgeschichte 3: Ku(h)ltur</i>	Take this opportunity to do a Story Script with your class that you've put together. We've provided an example of a Story Script in the first story 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!	
15-20	<i>Kurzgeschichte 3: Ku(h)ltur</i> Ku(h)ltur	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. Pause and ask simple questions as you read it. 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, <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.
Thursday			
10-15	<i>Kurzgeschichte 3: Ku(h)ltur</i>	Begin class continuing with the <i>Stufe 4: Unsere Klasse, unsere Geschichten</i> routine, but choose a different student than before to interview. .	Project for class.

	<i>Anhang: Stufe 4: Unsere Klasse, unsere Geschichten</i>		
10	<i>Kurzgeschichte 3: Ku(h)ltur Ku(h)ltur</i>	Play the native speaker audio for <i>Kurzgeschichte 3</i> to review the contents of the story as a class.	Project for class.
15-20	<i>Kurzgeschichte 3: Ku(h)ltur Aktivität 1: Was passt? Aktivität 2: Sätze korrigieren</i>	Have students complete <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.
-	Exit Ticket	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.
Friday			
10-15	<i>Kurzgeschichte 3: Ku(h)ltur Anhang: Stufe 4: Unsere Klasse, unsere Geschichten</i>	Begin class continuing with the <i>Stufe 4: Unsere Klasse, unsere Geschichten</i> routine, but choose a different student than before to interview.	Project for class.
15-20	<i>Kurzgeschichte 3: Ku(h)ltur Aktivität 3: Deine Meinung</i>	Have students complete <i>Aktivität 3: Deine Meinung</i> . Have students share their responses with a partner.	Project for class. Assign beforehand. Students log in and go to pages.
15-20	<i>Kurzgeschichte 3: Ku(h)ltur Interpersonal Speaking: Im Zug</i>	Introduce the Can-Do for this activity. I can talk to someone about what life is like for a foreigner within Germany. Have students begin working on the Interpersonal Speaking activity and complete it for homework.	Project for class.
-	Exit Ticket	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</i> 3: <i>Ku(h)ltur</i> Interpretive Listening: Veränderungen	Introduce the Can-Do for this activity. I can understand a video about dealing with change. Watch the video as a class.	Project for class.
15-20	<i>Kurzgeschichte</i> 3: <i>Ku(h)ltur</i> Interpretive Listening: Veränderungen	Have students complete the Interpretive Listening activity in pairs.	Project for class. Assign beforehand. Students log in and go to pages.
15-20	<i>Kurzgeschichte</i> 3: <i>Ku(h)ltur</i> Ku(h)ltur	Review <i>Ku(h)ltur</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.
-	Exit Ticket	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.
Tuesday			
10-15	<i>Geschichte:</i> <i>Das Kopftuch</i> <i>Anhang: Stufe 4: Unsere Klasse, unsere Geschichten</i>	Begin class continuing with the <i>Stufe 4: Unsere Klasse, unsere Geschichten</i> routine, but choose a different student than before to interview.	Project for class.
15	<i>Geschichte:</i> <i>Das Kopftuch</i> Das Kopftuch	Review <i>Wichtiges Vokabular</i> for <i>Geschichte: Das Kopftuch</i> .	Project for class.
15	<i>Geschichte:</i> <i>Das Kopftuch</i> Das Kopftuch	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, <i>Abschlussnotiz - Eine spezielle Person</i> , which can be found under Additional Resources in the Resource Library.	Students complete exit ticket.

		<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>	
Wednesday			
10-15	<p><i>Geschichte:</i> <i>Das Kopftuch</i> Das Kopftuch</p>	<p>Begin class by printing out the illustrations or projecting 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.</p>	<p>Project for class and have students log in. They will need paper too.</p>
20-25	<p><i>Geschichte:</i> <i>Das Kopftuch</i> Aktivität 1: Fragen beantworten Aktivität 2: Welches Bild?</p>	<p>Have students begin working on <i>Aktivitäten 1</i> and <i>2</i> on their own. Then review the activities as a class.</p>	<p>Project for class. Assign beforehand. Students log in and go to pages.</p>
10-15	<p><i>Geschichte:</i> <i>Das Kopftuch</i> Aktivität 3: Erzähl die Geschichte!</p>	<p>Have students begin working on <i>Aktivität 3</i> and complete the activity as homework.</p>	<p>Project for class. Assign beforehand. Students log in and go to pages.</p>
-	Exit Ticket	<p>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.</p>	<p>Students complete exit ticket.</p>
Thursday			
10-15	<p><i>Geschichte:</i> <i>Das Kopftuch</i> Interpretive Reading: Jugendliche in ihrer Freizeit</p>	<p>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 read an article about what German teenagers like to do in their free time.</p>	<p>Project for class.</p>
30-35	<p><i>Geschichte:</i> <i>Das Kopftuch</i> Interpretive Reading: Jugendliche in ihrer Freizeit</p>	<p>Have students complete the Interpretive Reading activity on their own or in pairs. Review the answers as a class.</p>	<p>Assign beforehand. Students log in and go to pages.</p>
-	Exit Ticket	<p>Have students click on the Can-Do and self-assess.</p>	
Friday			

5	<i>Extra! Extra!</i> Die Welt in Fotos: Stolpersteine	Introduce the Can-Do statements. Write them on the board, project them for the class, or display them on the day's agenda. I can talk about a historical monument in Germany. I can compare monuments in German-speaking countries to monuments in my own country.	Project for class.
15-20	<i>Extra! Extra!</i> Die Welt in Fotos: Stolpersteine	Have students complete the World in Photos activity. Review the activity as a class.	Assign beforehand. Students log in and go to pages.
5	<i>Extra! Extra!</i> Das Panorama: Das Brandenburger Tor	Introduce the Can-Do statement. Write it on the board, project it for the class, or display it on the day's agenda. I can write about the Brandenburg Gate in Germany.	Project for class.
15-20	<i>Extra! Extra!</i> Das Panorama: Das Brandenburger Tor	Spend a few minutes talking about the panorama. Have students complete the writing exercise individually. Review students' answers together as a class.	Project for class. Assign beforehand. Students log in and go to pages.
-	Exit Ticket	Have students click on the Can-Dos and self-assess.	

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

Week 4

Monday

5	<i>Anhang: Stufe 4: Unsere Klasse, unsere Geschichten</i>	Begin class continuing with the <i>Stufe 4: Unsere Klasse, unsere Geschichten</i> routine, but choose a different student than before to interview.	Project for class.
15-20	<i>Geschichte: Das Kopftuch</i> Das Kopftuch	Have students illustrate and caption the story using the 4-Panel Blank Comic in the Additional Resources in the Resource Library.	Print off blank comic.
20-25	<i>Einheit 1: Was macht mich aus?</i>	Use the Voces Game Center to review key vocabulary and structures from the Unit as a class.	Project for class.
-	Exit Ticket	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.

Tuesday

10-15	Anhang, Stufe 4: Unsere Klasse, unsere Geschichten	Begin class continuing with the <i>Stufe 4: Unsere Klasse, unsere Geschichten</i> routine, but choose a different student than before to interview.	Project for class.
25-30	Einheit 1: Was macht mich aus?	Review the grammatical concepts introduced in <i>Einheit 1</i> of <i>Stufe 4</i> in preparation for the Unit assessment. Time permitting, have students practice Unit structures and vocabulary by using the Voces Game Center.	Project for class.
-	Exit Ticket	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.
Wednesday			
10-15	Anhang: Stufe 4: Unsere Klasse, unsere Geschichten	Begin class continuing with the <i>Stufe 4: Unsere Klasse, unsere Geschichten</i> routine, but choose a different student than before to interview.	Project for class.
10-15	End-of-Unit Review and Assessment: Total Structures	Review 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.	Project for class. Assign beforehand. Students log in and go to pages.
10	End-of-Unit Review and Assessment: Meine originelle Geschichte!	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	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.
Thursday			
5	Integrated Performance Assessment Interpretive Reading	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 an article about what is important to young people 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 two to three times and can't leave the page once they begin.	Assign beforehand. Have students log in and go to pages.
5	Exit Ticket	Have students click on the Can-Do and self-assess.	
Friday			
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 talk about what is important to young people today. I can write about the values of German youth as well as my own personal values and opinions.	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 two to three 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 judging others for their lifestyle choices.

I can read a story about the effects of bullying and harassment in school.

I can read a story about stereotypes surrounding hijabs.

I can read a story about how culture and tradition are both challenged and upheld.

I can read an article about what is important to young people in Germany.

I can read an article about what German teenagers like to do in their free time.

Interpretive Listening

I can understand comprehension questions for a story about how culture and tradition are both challenged and upheld.

I can understand a video about dealing with change.

Interpersonal Speaking

I can talk about a historical monument in Germany.

I can talk about what is important to young people today.

I can talk to someone about what life is like for a foreigner within Germany.

Interpersonal Writing

I can write to someone about a book fair in Frankfurt.

Presentational Speaking

I can tell an original story.

I can talk about what makes something minimalist and my opinion around minimalist style.

I can talk about a time I felt worried about being judged and why.

I can talk about the various styles of music that people listen to in Germany.

I can tell a story about stereotypes surrounding hijabs.

I can talk about my beliefs and someone who has different beliefs than I do.

Presentational Writing

I can write an original story.

I can write an email detailing my preferences for minimalist furniture and style.

I can write a newspaper article about a character in a story.

I can write about the cultural and environmental elements of meat consumption.

I can write about the values of German youth as well as my own personal values and opinions.

I can write about the education system in Germany.

I can write about the Brandenburg Gate in Germany.

Intercultural Competencies

I can investigate products and perspectives in my own and other communities.

I can compare monuments in German-speaking countries to monuments in my own country.