*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 3*

Each unit in *Unsere Geschichten 3* 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 3 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.

- 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 3 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 3*. 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 3* 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 3* 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 | *Kurzgeschichte 1: Ein Besuch im Museum der Illusionen* **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. | Project for class. |

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| | | Tip! Set a timer. Start with 5 minutes. See how it goes.<br>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. | |
| 15 | *Kurzgeschichte 1: Ein Besuch im Museum der Illusionen* **Wichtiges Vokabular** | Introduce the *Wichtiges Vokabular* for *Kurzgeschichte 1: Ein Besuch im Museum der Illusionen*. There are directions for introducing the structures using TPR on the page. | Project for class. |
| 25 | *Kurzgeschichte 1: Ein Besuch im Museum der Illusionen* **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.<br>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: Ein Besuch im Museum der Illusionen* **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 | Project for class. |

| | | either/or questions. English responses are appropriate at this stage. <br> Tip! 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. | |
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| 5 | *Kurzgeschichte 1: Ein Besuch im Museum der Illusionen* **Wichtiges Vokabular** | Project the *Wichtiges Vokabular* and reestablish meaning. <br> Tip! 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: Ein Besuch im Museum der Illusionen* **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*. <br> 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. |
| 15 | *Kurzgeschichte 1: Ein Besuch im Museum der Illusionen* **Ein Besuch im Museum** | Project the first story, *Ein Besuch im Museum der Illusionen.* 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. |

| | *der Illusionen* | | |
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| - | **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: Ein Besuch im Museum der Illusionen* **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: Ein Besuch im Museum der Illusionen* **Ein Besuch im Museum der Illusionen** | Go to *Kurzgeschichte 1: Ein Besuch im Museum der Illusionen* 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: Ein Besuch im* | 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 |

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| | *Museum der Illusionen* **Aktivität 1: Was stimmt? Aktivität 2: Fragen beantworten** | | log in and go to pages. |
| 10 | *Kurzgeschichte 1: Ein Besuch im Museum der Illusionen* **Aktivität 1: Was stimmt? Aktivität 2: Fragen beantworten** | 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. <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** | | | |
| 10 | *Kurzgeschichte 1: Ein Besuch im Museum der Illusionen* **Aktivität 3: Deine Perspektive wechseln** | If needed, begin class by re-reading *Kurzgeschichte 1: Ein Besuch im Museum der Illusionen* 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: Ein Besuch im* | 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 |

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| | *Museum der Illusionen* | | comic strips. |
| 5 | Presentational Speaking: ***Das Belvedere und Hundertwasser*** | Introduce the Can-Do for Presentational Speaking: *Das Belvedere und Hundertwasser.* Write it on the board, project it, or display it on the day's agenda. **I can talk about the unique museums and architecture in Vienna.** | |
| 15 | Presentational Speaking: ***Das Belvedere und Hundertwasser*** | Go to the Presentational Speaking exercise in *Kurzgeschichte 1* and have students complete the assignment independently. **I can talk about the unique museums and architecture in Vienna.** | 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 1: Ein Besuch im Museum der Illusionen* **Persönliche Fragen** | Begin class continuing with the *Unsere Klasse, unsere Geschichten* routine, but choose a different student than before to interview. | Project for class. |
| 5-10 | *Kurzgeschichte 1: Ein Besuch im* | Look over the text for the Interpretive Reading *Museumsbesuche* as a class. Ask a few comprehension questions to gauge how well the students understood the text. | |

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| | *Museum der Illusionen* **Interpretive Reading: Museumsbesuche** | | |
| 20-25 | *Kurzgeschichte 1: Ein Besuch im Museum der Illusionen* **Interpretive Reading: Museumsbesuche** | Have the students complete the accompanying activities for the Interpretive Reading task. Then, review the answers as a class. | Project for class. |
| 5-10 | *Kurzgeschichte 1: Ein Besuch im Museum der Illusionen* **Ein Besuch im Museum der Illusionen** | Spend the final few minutes of class looking over the **Konzentration bitte!** section on Contractions in German. | 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. <br> 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** |
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| **Week 2** |
| **Monday** |

| 10-15 | *Kurzgeschichte 2: Was ist eigentlich schön im Alltag?* **Persönliche Fragen** | Begin class continuing with the *Unsere Klasse, unsere Geschichten* routine, but choose a different student than before to interview. | Project for class. |
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| 15 | *Kurzgeschichte 2: Was ist eigentlich schön im Alltag?* **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: Was ist eigentlich schön im Alltag?* **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, *Abschlussnotiz - Eine spezielle Person,* which can be found under Additional Resources in the Resource Library. <br> 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** | | | |
| 15 | *Kurzgeschichte 2: Was ist eigentlich schön im Alltag?* **Was ist eigentlich** | First, play the native speaker audio for *Was ist eigentlich schön im Alltag?* for students while projecting the page so students can see the structures and story. <br> Next, read *Was ist eigentlich schön im Alltag?*, pausing and asking yes/no, true/false, and other simple comprehension questions to your students. | Project for class. |

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| | *schön im Alltag?* | <u>Tip!</u> Compare your students with the characters in the story. You may get some laughs. | |
| 20-25 | *Kurzgeschichte 2: Was ist eigentlich schön im Alltag?* **Aktivität 1: Antworten wählen Aktivität 2: Sätze paaren** | 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. |
| 5-10 | *Kurzgeschichte 2: Was ist eigentlich schön im Alltag?* **Aktivität 3: Einen Aufsatz schreiben** | 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 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. |
| **Wednesday** | | | |
| 10-15 | *Kurzgeschichte 2: Was ist eigentlich schön im Alltag?* **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: Was ist eigentlich schön im Alltag?* | Review *Was ist eigentlich schön im Alltag?* 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 |

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| | *Was ist eigentlich schön im Alltag?* | | |
| 15-20 | *Kurzgeschic hte 2: Was ist eigentlich schön im Alltag?* **Interpersona l Speaking: Im Museum** | Introduce the Can-Do for this activity. **I can talk about a famous art museum in Berlin.** Have students complete the Interpersonal Speaking activity. | 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. |
| **Thursday** | | | |
| 10-15 | *Kurzgeschic hte 3: Städte der Zukunft: Grün statt Grau* **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 | *Kurzgeschic hte 3: Städte der Zukunft: Grün statt Grau* **Wichtiges Vokabular** | Review the *Wichtiges Vokabular* for *Kurzgeschichte 3*. | Project for class. |
| 15 | *Kurzgeschic hte 3: Städte der Zukunft:* | 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 | Project for class. |

| | *Grün statt Grau* | 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! | Assign beforehand. Students log in and go to pages. |
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| 15 | *Kurzgeschichte 3: Städte der Zukunft: Grün statt Grau* **Städte der Zukunft: Grün statt Grau** | Now, read the story with them. Read it multiple times… <br> - First read it without anything projected, pausing and asking simple questions along the way. <br> - Then, read it again. Pause and ask simple questions as you read it, referring to the illustrations. <br> - 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: Städte der Zukunft: Grün statt Grau* **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: Städte der Zukunft: Grün statt Grau* **Städte der Zukunft: Grün statt Grau** | Play the native speaker audio for *Kurzgeschichte 3* to review the contents of the story as a class. | Project for class. |

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| 10 | *Kurzgeschichte 3: Städte der Zukunft: Grün statt Grau* **Städte der Zukunft: Grün statt Grau** | Spend time as a class reviewing the *Konzentration bitte!* note for this short story. | Project for class. |
| 15-20 | *Kurzgeschichte 3: Städte der Zukunft: Grün statt Grau* **Aktivität 1: Sätze ergänzen Aktivität 2: Fragen beantworten** | Have students complete *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. |
| - | **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 | | | |
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| **Week 3** | | | |
| **Monday** | | | |
| 15-20 | *Kurzgeschichte 3: Städte der Zukunft: Grün statt Grau* **Aktivität 1: Sätze ergänzen Aktivität 2: Fragen beantworten** | Begin class by reviewing the answers for *Aktivitäten 1* and *2* for *Kurzgeschichte 3*. | Project for class. |

| 15-20 | *Kurzgeschichte 3: Städte der Zukunft: Grün statt Grau* **Aktivität 3: Einen Aufsatz schreiben** | Have students complete *Aktivität 3: Einen Aufsatz schreiben*. Go over the activity as a class. | Project for class. Assign beforehand. Students log in and go to pages. |
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| 15-20 | *Kurzgeschichte 3: Städte der Zukunft: Grün statt Grau* **Interpersonal Writing: SMS aus Deutschland** | Introduce the Can-Do for this activity. **I can communicate what I like about Austria and what it might be like to study abroad in Vienna.** Have students complete the Interpersonal Writing activity. | Project for class. |
| - | **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. |
| **Tuesday** | | | |
| 10-15 | *Kurzgeschichte 3: Städte der Zukunft: Grün statt Grau* **Persönliche Fragen** | Begin class continuing with the *Unsere Klasse, unsere Geschichten* routine, but choose a different student than before to interview. | Project for class. Students log in and go to page. |
| 10 | *Kurzgeschichte 3: Städte der Zukunft: Grün statt Grau* **Städte der Zukunft:** | Review *Städte der Zukunft: Grün statt Grau* 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. |

| | ***Grün statt Grau*** | | |
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| 15 | *Geschichte: Kühe für die Kunst* **Kühe für die Kunst** | Review the *Wichtiges Vokabular* for *Geschichte: Kühe für die Kunst*. | Project for class. |
| 15 | *Geschichte: Kühe für die Kunst* **Kühe für die Kunst** | Now, read the story with them. Read it multiple times… <br> - First read it without anything projected, pausing and asking simple questions along the way. <br> - Then, read it again with the illustrations projected. Pause and ask simple questions as you read it, referring to the illustrations. <br> - You may want to act out some of the story, having various students "play" the different characters. | Project for class. |
| - | **Exit Ticket** | Have students click on the Can-Do and self-assess. | |
| **Wednesday** | | | |
| 10-15 | *Geschichte: Kühe für die Kunst* | 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: Kühe für die Kunst* **Kühe für die Kunst** | Print out the illustrations or project them on the board, and have students copy the parts of the story that match each illustration. <br> 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. |
| 15-20 | *Geschichte: Kühe für die Kunst* **Grammatik-Tipp!:** | Review the Grammar note for the story *Kühe für die Kunst* as a class and have students complete the accompanying activity. | Project for class. Assign beforehand. Students |

| | *Relative Pronouns* | | log in and go to pages. |
|---|---|---|---|
| 10-15 | *Geschichte: Kühe für die Kunst* **Aktivität 1: Welche Aussage stimmt? Aktivität 2: Welches Bild?** | Have students begin working on *Aktivitäten 1* and *2* on their own. | 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** | | | |
| 10-15 | *Geschichte: Kühe für die Kunst* | Begin class continuing with the *Unsere Klasse, unsere Geschichten* routine, but choose a different student than before to interview. | Project for class. |
| 10-15 | *Geschichte: Kühe für die Kunst* **Aktivität 1: Welche Aussage stimmt? Aktivität 2: Welches Bild?** | Review the answers for *Aktivitäten 1* and *2*. | Project for class. |
| 10-15 | *Geschichte: Kühe für die Kunst* **Aktivität 3: Erzähl die Geschichte!** | Have students work on *Aktivität 3* on their own. | Assign beforehand. Students log in and go to pages. |

| 5 | *Extra! Extra! Das Interview* **Wer bist du?** | 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. **I can investigate products and perspectives in my own and other communities. I can talk about icons in my own community.** | Project for class. |
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| 10-15 | *Extra! Extra! Das Interview* **Wer bist du?** | Have students complete the activity, then share the answers as a class or in pairs. | Project for class. |
| - | **Exit Ticket** | Have students click on the Can-Dos and self-assess. | |
| **Friday** | | | |
| 10-15 | *Geschichte: Kühe für die Kunst* | Begin class continuing with the *Unsere Klasse, unsere Geschichten* routine, but choose a different student than before to interview. | Project for class. |
| 5 | *Geschichte: Kühe für die Kunst* **Presentational Writing: Leben in Österreich** | 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 Viennese architecture and the Art Nouveau period.** | Project for class. |
| 10-15 | *Geschichte: Kühe für die Kunst* **Presentational Writing: Leben in Österreich** | Have students complete the Presentational Writing activity, then share the answers as a class or in pairs. | Assign beforehand. Students log in and go to pages. |
| 5 | *Extra! Extra!* **Das Panorama: Rothenburger Schmiedgasse** | 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 a famous medieval German city.** | Project for class. |
| 10-15 | *Extra! Extra!* | Spend a few minutes talking about the panorama. Have students complete the writing exercise | Project for class. |

| | *Das Panorama: Rothenburger Schmiedgasse* | individually. Review students' answers together as a class. | Assign beforehand. Students log in and go to pages. |
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| - | **Exit Ticket** | Have students click on the Can-Dos and self-assess. | |

| 1 Unit = ~4 Weeks, 50-Minute Classes, 5 Days a Week | | | |
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| **Week 4** | | | |
| **Monday** | | | |
| 5 | *Geschichte: Kühe für die Kunst* **Interpretive Listening: Der Künstler Gustav Klimt** | Introduce the Can-Do statement. Write it on the board, project it for the class, or display it on the day's agenda. | Project for class. |
| 10-15 | *Geschichte: Kühe für die Kunst* **Interpretive Listening: Der Künstler Gustav Klimt** | Play the video for the class. Then play the video a second time, pausing every so often to ask comprehension questions. | Project for class. |
| 20-25 | *Geschichte: Kühe für die Kunst* **Interpretive Listening: Der Künstler** | Have students work individually or in pairs to complete the accompanying activities for the Interpretive Listening task. | Project for class. Assign beforehand. Students log in and |

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| | *Gustav Klimt* | | go to pages. |
| 10-15 | *Geschichte: Kühe für die Kunst* **Interpretive Listening: Der Künstler Gustav Klimt** | Review the answers to the activities for the Interpretive Listening task as a class. | Project for class. |
| - | **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. |
| **Tuesday** | | | |
| 10-15 | *Geschichte: Kühe für die Kunst* | Begin class continuing with the *Unsere Klasse, unsere Geschichten* routine, but choose a different student than before to interview. | Project for class. |
| 5 | *Extra! Extra!* **Die Welt in Fotos: Berliner Pfannkuchen** | Introduce the Can-Dos for this activity. **I can compare and contrast American donuts and German donuts.** **I can talk about famous German donuts and traditions associated with them in the German-speaking world.** | Project for class. |
| 15-20 | *Extra! Extra!* **Die Welt in Fotos: Berliner Pfannkuchen** | Project the image in class and talk about it/describe it to your students using some of the structures from the Unit. Have students log in and complete the activity. | Project for class. Students log in and go to page. |
| 15-20 | ***Einheit 1: Was ist Kunst?*** | Use the Voces Game Center to review key vocabulary and structures from the Unit as a class. | Project for class. |
| - | **Exit Ticket** | Have students click on the Can-Do and self-assess. | |
| **Wednesday** | | | |

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| 10-15 | *Geschichte: In der Jugendherberge* | Begin class continuing with the *Unsere Klasse, unsere Geschichten* 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, *Abschlussnotiz - Statusmeldung*, 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-Dos at the beginning of class. Write them on the board, project them, or display them on the day's agenda. **I can read the website of an art museum in Vienna.** | Project for class. |
| 5 | Integrated Performance Assessment **Context** | Read the context and look at the pictures as a class. Tip! Remind students that this assignment is a formal assessment, and they will be working independently. | Project for class. |

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| 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. |
| 5 | **Exit Ticket** | Have students click on the Can-Dos 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 art and my favorite artists and art movements.** **I can write about art and compare and contrast different works of art.** | 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 the Museum of Illusions in Vienna.

I can read a story about a journalist in Dusseldorf.

I can read a story about the green cities of the future.

I can read a story about a student from Ohio going to study abroad in Austria.

I can read the website of an art museum in Vienna.

I can understand an infographic about museums in Germany.

**Interpretive Listening**

I can understand questions for a story about green cities of the future.

I can understand a video about the famous artist Gustav Klimt.

**Interpersonal Speaking**

I can talk about famous German donuts and traditions associated with them in the German-speaking world.

I can talk about art and my favorite artists and art movements.

I can talk about a famous art museum in Berlin.

**Interpersonal Writing**

I can communicate what I like about Austria and what it might be like to study abroad in Vienna.

**Presentational Speaking**

I can tell an original story.

I can talk about seeing a picture from a different perspective.

I can tell a story about a student from Ohio going to study abroad in Austria.

I can talk about the unique museums and architecture in Vienna.

I can talk about icons in my own community.

**Presentational Writing**

I can write an original story.

I can write about a famous medieval German city.

I can write about the importance of green cities and how to make a city more green.
I can write about what I find beautiful in everyday life.
I can write about art and compare and contrast different works of art.
I can write about art and compare and contrast different works of art.

**Intercultural Competencies**
I can compare and contrast American donuts and German donuts.
I can investigate products and perspectives in my own and other communities.