INSTRUCTIONAL MATERIALS ADMINISTRATOR

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Recommendation

No

Comments: This textbook is designed for a very fast paced, more mature audience, such as students at the university level; it is has clear, color-coded presentations of grammar, great cultural features,and a wealth of vocabulary, but the decision to mix several key grammatical concepts together in one section of a chapter will prove to be overwhelming and frustrating for the high school student to learn all at once, and one truly must if one is to comprehend the selections included for listening and reading. Even the idea of a 4 chapter text for a year's study is unappealing. For our students there should be a separation of these various concepts into different chapters; they can master one or two at a time before going on to the next one. The mastery of content in one chapter and the idea of proceeding on to the next is more psychologically satisfying. The student can more easily feel he/she is progressing to the next level. Confidence is helpful! The organization of content presented, particularly with regards to grammar, is the big drawback. There is too much expected of the student, with very little practice of these individual concepts, to produce writing assignments and even to understand the fast-paced Fotoroman and other narratives which include a multitude of structures. Side notes are supposed to suffice so the student has an aide in comprehension. In addition, the assessments do not truly measure accomplishment of all that is expected to be learned, for there may be just one question devoted to one concept, and that is it. Teachers will have to be prepared to furnish additional materials for practicing and assessing individual concepts, and that will be a time-consuming task. The bright spot with this text is the wealth of opportunity to practice vocabulary, but vocabulary alone does not equal communication. Another bright spot is the wealth of cultural information.

Notation: These materials are more appropriate for college/ university courses. The pacing, the organization of concepts mixed together, and even the physical layout of a 4 chapter text are more aligned with that setting.
Though the use of technology is wonderful, the practical application of the extra activities via the internet is not so practical when one is teaching at the high school level. Computers are not readily available in the classroom on a daily basis, though educators would like to think they are. Language labs are not present in every high school, and even today, students do not always have access to the internet away from school.

Material for Review

Course: German 1 (0702320)
Title: Mosaik 1 , Edition: 1st
Copyright: 2014
Author: Jose A. Blanco
Grade Level: 9 - 12

Content

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To answer each item, select the appropriate rating from the following scale:

5 - VERY GOOD ALIGNMENT
4 - GOOD ALIGNMENT

3 - FAIR ALIGNMENT
2 - POOR ALIGNMENT
1 - VERY POOR/NO ALIGNMENT

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Each set of materials submitted for adoption is evaluated based on each benchmark for that course and the Content, Presentation, and Learning items included in this rubric.

A. Alignment with curriculum1. A. The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:
Communication in every way- speaking, reading, writing, listening- is paramount in this series.

2. A. The content is written to the correct skill level of the standards and benchmarks in the course.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:
For the most part, it is, but the choice of vocab. is more suited to college level instruction and the expectations with the mixing of grammatical structures in the units - especially in the Videoclips - is a bit above the norm.

3. A. The materials are adaptable and useful for classroom instruction.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:
The Supersite materials are great for adaptation and differentiated instruction.

B. Level of Treatment4. B. The materials provide sufficient details for students to understand the significance of topics and events.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:
There are clear explanations and colorful illustrations of the grammar and the culture and vocab. in each chapter. The assignments - for example, those concerning the use of du or Sie- help students to understand the importance of the polite vs. the familiar forms of address.

5. B. The level (complexity or difficulty) of the treatment of content matches the standards.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:
So much is expected = the mixing of grammatical elements - such as adjective endings after der, after ein, and without der or ein words - all together hinders the ability to communicate. It is too much at once.

6. B. The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:
Same problem as in 5B. This book seems designed for a faster paced instruction and for the more mature, more capable student. The high school teacher could work with it, but he/she would probably have to rework the material and that defeats the purpose of such a program. At times, the video clips are almost beyond the comprehension of the high school student - for example, the Yellow Strom commercial.

7. B. The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT **POOR ALIGNMENT** VERY POOR/NO ALIGNMENT

Justification:
Although there are only 4 chapters, it is very fast paced.= The further into the textbook, the more grammatical structures, complex ones, are crammed together into each chapter.

C. Expertise for Content Development8. C. The primary and secondary sources cited in the materials reflect expert information for the subject.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:
Clicking on some of the links takes one to a "google" type page where one can look up more info. ex. - the section on Divorce in

Germany.

9. C. The primary and secondary sources contribute to the quality of the content in the materials.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:

D. Accuracy of Content 10. D. The content is presented accurately. (Material should be devoid of typographical or visual errors).

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:

11. D. The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
There is a true portrait of life in Germany, including the Gastarbeiter who have been there for ages.

12. D. The content of the material is representative of the discipline? (Material should include prevailing theories, concepts, standards, and models used with the subject area).

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Up to date info on the latest trends in German- speaking countries is evident, especially in the Panorama and Kultur sections. The tv advertisements are current;Angela Merkel is featured in one section.

13. D. The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Again, current personalities such as Angela Merkel and sports figures are featured. Cultural events are accurately described.

E. Currency of Content 14. E. The content is up-to-date according to current research and standards of practice.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Even the situation at the universities with the tuition is up-to-date.

15. E. The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
The one drawback is the focus on the university student as opposed to the high school student, since this adoption is for high schools.

16. E. The content is presented in an appropriate and relevant context for the intended learners.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Same comment as in 15 E. = High school students will be using this book, so although they may go to college in the future, the school unit should focus more on high school terminology instead of words like Dozent and Vorlesung.

F. Authenticity of Content 17. F. The content includes connections to life in a context that is meaningful to students.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   **FAIR ALIGNMENT**   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Some of the chosen topics - again - university life- for Schulzeit/Schultag would be more appropriate for college students using this book. On the whole, more focus on terminology for various subject areas would be preferable. Even the idea of clothing would be better covered in Level 1, since teenagers are somewhat obsessed with clothing. Groceries could have waited until Level 2.

18. F. The material includes interdisciplinary connections which are intended to make the content meaningful to students.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
History, sports, and humanities topics are covered throughout the book. Money (Eurodollar) is also an interdisciplinary topic.

G. Multicultural Representation 19. G. The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
People of color, people of Turkish descent, etc. are included without bias. However, the age group this appeals to is a bit older than the high school teenagers for reasons already mentioned.

H. Humanity and Compassion20. H. The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:

21. In general, is the content of the benchmarks and standards for this course covered in the material.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:

Presentation

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A. Comprehensiveness of Student and Teacher Resources1. A. The comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   **FAIR ALIGNMENT**   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Because the presentation of grammar is so comprehensive - such as descriptive adjective endings after der words, after ein words, and not preceded by them at all- is jumbled all together, the teacher is going to have a difficult time teaching without preparing additional materials. This is just one example of the mix of grammar presented in one unit that should be separated into two or three different sections. Because the reading material hasn't been more carefully done, this may have seemed prudent to do, but the reality of it is not practical to expect students to comprehend and apply all at once. This will force the teacher to prepare materials to practice these individual facets of grammar.

B. Alignment of Instructional Components2. B. All components of the major tool align with the curriculum and each other.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
There is a wealth of practice for speaking, pronunciation, and writing, but again, the writing portion is difficult for the student because so much is expected/demanded at one time. SO although the components are aligned, they are impractical when it comes to the grammar assignments on the Supersite.

C. Organization of Instructional Materials3. C. The materials are consistent and logical organization of the content for the subject area.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   **POOR ALIGNMENT**   VERY POOR/NO ALIGNMENT
Justification:
The organization of grammar points is totally illogical. For example, to dump all types of stem-changing verbs with discussion of present tense used for immediate future situations, and negation in the same unit is absolutely asking for trouble. Students need to digest this content, bit by bit, step by step. The organization of grammar content is illogical and impractical - though it is consistent in its mixing

throughout the book, which is NOT a good thing. Again, this makes it all the more easier to choose reading selections for the panorama,the fotoroman, etc., but that doesn't mean it is beneficial as a learning tool. It makes comprehension of those items difficult, at best.

D. Readability of Instructional Materials4. D. Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:
The visuals - even the grammar charts - are colorful and attention getting and help to clarify differences.

E. Pacing of Content5. E. The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   **POOR ALIGNMENT**   VERY POOR/NO ALIGNMENT

Justification:
The vocabulary is doable but the entire format of 4 chapters split into two sections with the mixture of grammar already mentioned in the sections is set up for a much faster paced curriculum at the college level. Even the vocabulary on the university classes and professors supports this idea. Psychologically, high school students like to complete a unit and feel like they have accomplished a milestone and then go on to the next one. This would be more appropriate if the material were separated into ten smaller chapters for an entire school year, instead of a three month course, and then present more of a versatile vocabulary bank - like clothing, Freizeit activities, etc.

Accessibility6. The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:
The Supersite is a wonderful, supportive tool for all areas - speaking, listening, etc., and the umlauts and ß are available for typing. However, not everyone in a class in our inner city schools will have access to home computers, and this would be a drawback that I must mention.

7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   **FAIR ALIGNMENT**   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:
There is a mix of good - the quality of the material's look and design and clarity of presentation - with the bad - the mixing of difficult content that should be digested separately. The pacing is definitely too fast for the high school student.

Learning

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A. Motivational Strategies1. A. Instructional materials include features to maintain learner motivation.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:
The use of technology, the modern look of the textbook, the inclusion of commercials, etc. are all motivating features.

B. Teaching a Few "Big Ideas"2. B. Instructional materials thoroughly teach a few important ideas, concepts, or themes.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   **FAIR ALIGNMENT**   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:
THOROUGHLY is the problem here. Although there is constant talk of the emphasis on communication, German grammar plays a bigger role in clear communication than in Spanish or French, so the dumping together of so many grammar aspects in the various sections impedes and confuses rather than teaches these things thoroughly. There aren't just a few important ideas lumped together. The vocabulary, however, does lend itself to just a few themes thoroughly, like describing and discussing family and friends.

C. Explicit Instruction3. C. The materials contain clear statements of information and outcomes.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:
The objectives are clearly stated at the beginning of the chapters : You will learn.... The information - as presented - with the color-coding - for example, of the adjective endings - is well done.

D. Guidance and Support4. D. The materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:
The progression of activities goes from simple to more comprehensive - in both the text as well as on the Supersite. Students need to fill in words in beginning exercises but then progress to writing entire essays. There is ample practice for pronunciation.

5. D. Guidance and support must be adaptable to developmental differences and various learning styles.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:
The Strukturen is not adaptable due to the mix of so many grammar issues in one section of a chapter. The other aspects of the text - the pronounciation, the speaking, the listening comprehension exercises,as well as the pictures- give good support.

E. Active Participation of Students6. E. The materials engage the physical and mental activity of students during the learning process.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:
The interactive capability of the Supersite is the very well done. However, if the student is lost, due to the lack of comprehension, then it can also be invitation for the student to space out during the speaking and listening exercises.

7. E. Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:
The sections prompting students to look up more info on the internet provide logical extensions - such as the one about divorce in Germany. The prompted essays to write about oneself using the vocabulary are also logical extensions. I feel I must add, however, that many of my students wouldn't have individual access to a computer to use the supersite so I would have to print out those materials that could be printed, and there isn't much on each one to justify the cost of that. This, however, does not figure in on my judgment for this rating. It should, however, be taken into consideration in the long run for the effectiveness and usefulness of this text's supplementary materials.

F. Targeted Instructional Strategies8. F. Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:
The materials definitely use known to be successful strategies, such as peer/buddy work/ practice exercises - short and repetitive and recombination exercises in speaking, listening, and writing.

9. F. The instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:
The vocabulary exercises reuse the content in a variety of ways. Students get to personalize, which sparks interest, as well.

G. Targeted Assessment Strategies10. G. The materials correlate assessment strategies to the desired learning outcomes.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:
The assessment types are varied and contain a fair mix of the desired learning goals for each chapter. For example, the editable test in Chapter one has a small section devoted to listening comprehension, gender, conjugation of haben, sein, etc.,word order, question formation, etc.

11. G. the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the

targeted outcomes.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   **FAIR ALIGNMENT**   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:
Since there is so much content covered, the little sections devoted to assessing each content area are insufficent, in some cases, to determine true knowledge/capability of the student in all of them. For example, 4 B is about Lebensmittel (groceries) and there is a wealth of vocabulary on the topic, but the test only covers very little of this vocabulary.

Universal Design for Learning12. This submission incorporates strategies, materials, activities, etc., that consider the needs of all students.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   **FAIR ALIGNMENT**   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:
Inner city students with limited access to the internet will have problems doing the Supersite assignments which are submitted electronically. My own classroom is not equipped with computers, so I couldn't even do these things in class. Although technology is the "BUZZ" word, and it is expected to be a major tool, there is not much in the way of alternatives for some of these materials and activities to be completed. Sure, the teacher can print out some of the exercises, but not all, and that gets to be an expensive proposition as well.

13. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:
The materials, in and of themselves, except for the Strukturen which expects too much in too short of a time and in too few exercises, are there for the students to use, if the students have the means to use them. The editing factor is a true plus.

Standards

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When looking at standards alignment reviewers should consider not only the robustness of the standard coverage but also the content complexity (depth of knowledge level) if appropriate. More information on content complexity as it relates to Florida standards can be found at: http://www.cpalms.org/Uploads/docs/CPALMS/initiatives/contentcomplexity/CPALMS_ccdefinitions_140711.pdf
For example, if the standard is marked as a level 3 (strategic reasoning and complex thinking) then the materials coverage should reflect this. If the materials coverage is only sufficient to allow for recall (level 1) then this should be reflected in the points assigned.

1. **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:
There is plenty of vocabulary instruction for students to communicate about themselves, friends, and family. There is plenty of opportunity on the Supersite to have conversations.

2. **LAFS.910.RH.1.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:

At the beginning of the chapter are the goals: You will be able to ...and topics/titles are clearly in bold print. Even secondary sources have clear headings.

3. **LAFS.910.SL.1.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   **FAIR ALIGNMENT**   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
There is ample practice- especially on the supersite - for discussions on various topics, but one half of the book is about University issues, and so not on grades 9-10 topics. The latter half on family, friends, and food is more suitable. Other topics = some in the 2nd level book - would be more appropriate for level 1 - such as clothing and colors.

4. **LAFS.910.SL.1.3:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
The cultural sections & Panorama seem relatively unbiased - for example, the selection on Angela Merkel. Her politics isn't really addressed- just factual background info is given, so there really isn't fallacious reasoning or distorted evidence involved. The Fotoroman is more apt to show the speakers' points of views, but students can follow their reasoning from the dialogues.

5. **LAFS.910.SL.2.4:** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
The topic of divorce comes up and students are given links to find more info on this in Germany. They are often encouraged to find more information on the internet.

6. **LAFS.910.WHST.1.1:** Write arguments focused on discipline-specific content.

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e. Provide a concluding statement or section that follows from or supports the argument presented.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   **POOR ALIGNMENT**   VERY POOR/NO ALIGNMENT
Justification:
The problem here is that German grammar is much more important for clear communication that Spanish grammar is, and when the author chooses to put together so many important grammatical structures together in a section, it sets the student up for failure. Although there are exercises for practice in the book and on the Supersite, there are NOT ENOUGH! So consequently, when one is writing in the target language in GERMAN, it will be difficult to "Attend to the norms and conventions of the discipline" (note - "D") and communication will be obscure for most students. The wealth of vocabulary enables the students to have ample text to use and vocab. is included in which students can state what they think or believe. However, the cases are very important in German and can, if not given attention, cause total comprehension / communication confusion.

7. **LAFS.910.WHST.1.2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information

and examples appropriate to the audience's knowledge of the topic.

c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   **FAIR ALIGNMENT**   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:
Once again, the vocabulary, the wealth of culture for informative writing, is at hand, but "E" - the idea of attending to the norms and conventions - will be most difficult with the instruction from this text. The mix of structures covered together and the lack of adequate practice of each individual structure does not bode well for writing in German, because cases, in particular, are very important for understanding who/what is the subject vs. whom/ what is the Direct Object. Word order does not always tell the story in these cases. Although the focus is on communication, once again I will state that the correct grammar is much more important for communication in German than it may perhaps be in other languages.

8. **WL.K12.NH.1.1:** Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:
Time expressions, vocabulary concerning family, friends - especially descriptions of them...are examples of frequently vocabulary. Pictures on the introductory pages of the vocab. help students understand - for example, the difference in greetings used between adults and youth, between 2 adults, between 2 teenagers, etc.

9. **WL.K12.NH.1.2:** Demonstrate understanding of short conversations in familiar contexts.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:
Same comment as above - the picture pages are especially helpful in clarifying short conversations. The Fotoroman conversations are a bit more difficult, but the notes on the side of the pages help students understand them.

10. **WL.K12.NH.1.3:** Demonstrate understanding of short, simple messages and announcements on familiar topics.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:
Same as above. The Supersite has more practice in which students can demonstrate understanding from drawing pictures to writing essays.

11. **WL.K12.NH.1.4:** Demonstrate understanding of key points on familiar topics presented through a variety of media.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:
The videos, the Zapping sections are helpful for this.

12. **WL.K12.NH.1.5:** Demonstrate understanding of simple stories or narratives.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:
There are listening exercises for practicing this. There are questions based on the Fotoroman as well.

13. **WL.K12.NH.1.6:** Follow directions or instructions to complete a task when expressed in short conversations.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:
The Lab exercises on the supersite allow for this.

14. **WL.K12.NH.2.1:** Determine main idea from simple texts that contain familiar vocabulary used in context.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:
Again, the questions on the conversations in the Fotoroman do this. There are also questions on the supersite for practice.

15. **WL.K12.NH.2.2:** Identify the elements of story such as setting, theme and characters.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   **POOR ALIGNMENT**   VERY POOR/NO ALIGNMENT

Justification:
There isn't much there that deals with characters as far as elements in a "STORY" goes. There are no questions about characteristics. There may be some questions on setting, for example, in the culture sections.

16. **WL.K12.NH.2.3:** Demonstrate understanding of signs and notices in public places.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   **POOR ALIGNMENT**   VERY POOR/NO ALIGNMENT

Justification:
Minimal content on this - The Deutsche Bundesbahn.

17. **WL.K12.NH.2.4:** Identify key detailed information needed to fill out forms.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:
Thema - Machen Sie eine Liste S. 45

18. **WL.K12.NH.3.1:** Engage in short social interactions using phrases and simple sentences.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:
Introductions in Chapter 1 includes many good phrases. (angenehm, Freut mich....)

19. **WL.K12.NH.3.2:** Exchange information about familiar tasks, topics and activities, including personal information.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:
again - personal info for Thema p. 45, Stundenplan - school, etc. Terminkalendar

20. **WL.K12.NH.3.3:** Exchange information using simple language about personal preferences, needs, and feelings.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:
gern / nicht gern

21. **WL.K12.NH.3.4:** Ask and answer a variety of questions about personal information.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:
Kapitel 3 - Familie und Freunde/ Eine persönliche Beschreibung S. 93

22. **WL.K12.NH.3.5:** Exchange information about meeting someone including where to go, how to get there, and what to do and why.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:
Kapitel 3 - Familie und Freunde

23. **WL.K12.NH.3.6:** Use basic language skills supported by body language and gestures to express agreement and disagreement.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:
Doch... / nicht /

24. **WL.K12.NH.3.7:** Ask for and give simple directions to go somewhere or to complete a task.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:
ein Picknick machen - planen ein Picknick / ex. on Supersite = for completing a task.

25. **WL.K12.NH.3.8:** Describe a problem or a situation with sufficient details in order to be understood.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:
many Aktivitäten - describing situations - what one does on weekend, what one is bringing to the picknick, Restaurant situation

26. **WL.K12.NH.4.1:** Provide basic information on familiar topics using phrases and simple sentences.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:
Hallo, Wie geht's? section / Terminkalendar / what one does on weekends...

27. **WL.K12.NH.4.2:** Describe aspects of daily life using complete sentences.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:
same - in practicing the question words - Wo Wann- etc. writing dialogues- exercises in which one discusses plans - shopping (Lektion 4), writing letter

28. **WL.K12.NH.4.3:** Describe familiar experiences or events using both general and specific language.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:

Supersite activities - Restaurant situation - Die Suppe schmeckt gut.

29. **WL.K12.NH.4.4:** Present personal information about one's self and others.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:
Lektion 3 - Familie und Freunde - many activities

30. **WL.K12.NH.4.5:** Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   **FAIR ALIGNMENT**   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:
Zapping selections

31. **WL.K12.NH.4.6:** Use verbal and non-verbal communication when making announcements or introductions.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:
Introductions - using handshakes (non-verbal) - info

32. **WL.K12.NH.5.1:** Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:
Lektion 1 - Supersite activities/ Question words practices

33. **WL.K12.NH.5.2:** Write simple statements to describe aspects of daily life.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:
Kommunikation S. 59 - Say what each person is doing - (listening to music, playing tennis, buying..., studying.../ writing activities using time elements

34. **WL.K12.NH.5.3:** Write a description of a familiar experience or event.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:
Supersite activities/ also s. 118 - Klatsch und Tratsch - conversation about a family wedding experience

35. **WL.K12.NH.5.4:** Write short personal notes using a variety of media.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   **FAIR ALIGNMENT**   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:
Wunschpartner - write a personal ad-S. 118 / write a postcard - Grüße nach Salzburg S. 185

36. **WL.K12.NH.5.5:** Request information in writing to obtain something needed.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   **FAIR ALIGNMENT**   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:
Wunschpartner - personal ad - works here too

37. **WL.K12.NH.5.6:** Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   **FAIR ALIGNMENT**   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:
Terminkalendar / Thema - postcard - for Grüße nach Salzburg

38. **WL.K12.NH.5.7:** Pre-write by generating ideas from multiple sources based upon teacher- directed topics.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:
3B - Schreiben - idea map / Briefe schreiben S. 141/ s. 93- Brainstorming

39. **WL.K12.NH.6.1:** Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:
Greetings used / Constant comparisons in the culture sections of the chapters

40. **WL.K12.NH.6.2:** Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:
Kultur - Lektion 3b - Freunde/ Kumpel/ Bekannte - ideas / Viennese coffeehouses Kultur- 4B

41. **WL.K12.NH.6.3:** Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:
Famous international figures - throughout the culture/ Panorama sections - Angela Merkel / Sports figure -soccer player of Turkish ancestry - / food / movies - Marlene Dietrich /food-chef - Wolfgang Puck/ Astor

42. **WL.K12.NH.6.4:** Identify cultural artifacts, symbols, and images of the target culture(s).

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:
Christkindlmärkte/ Wiener Naschmarkt / Fachwerkhäuser in Wisconsin/ Bratwurst / s. 137 - Dirndl & Lederhosen

43. **WL.K12.NH.7.1:** Use vocabulary acquired in the target language to access new knowledge from other disciplines.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   **FAIR ALIGNMENT**   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:
foods - Internet activities /

44. **WL.K12.NH.7.2:** Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   **FAIR ALIGNMENT**   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:
Maps are there but of minor help for comprehension of vocabulary / same with the few graphs - in Panorama sections

45. **WL.K12.NH.8.1:** Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:
Cultural sections shows similarities and differences - such as "Freunde" (Facebook / vs. true friends =makes one think about how we call acquaintances "friends" so soon/

46. **WL.K12.NH.8.2:** Compare basic sound patterns and grammatical structures between the target language and own language.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:
Excellent explanations and practices of pronunciation throughout the chapters.

47. **WL.K12.NH.8.3:** Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:
Hamburger (food) / celebrations in America brought over by German immigrants - even picture of dancers in Hollywood, FL - Panoramas do a good job of this.

48. **WL.K12.NH.9.1:** Use key target language vocabulary to communicate with others within and beyond the school setting.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   **FAIR ALIGNMENT**   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:
Although 1B = Schultag, this is really for college/university students and not high school students so the "within school setting" is just fair. However, the section on Sport and Freizeit works okay.

49. **WL.K12.NH.9.2:** Use communication tools to establish a connection with a peer from a country where the target language is spoken.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   **FAIR ALIGNMENT**   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:
Supersite - Partner Chat, Record- Submit presents possibilities, but more than likely, the partner chat will be with peers from their own environments.

50. **WL.K12.NM.1.1:** Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:
Supersite activities often provide pictures / some text activities do the same or ask students to draw pictures to indicate understanding.The pictures in the opening KONTEXT sections work well.

51. **WL.K12.NM.1.2:** Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   **FAIR ALIGNMENT**   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:
Vocab. is recombined and repeated but SLOW and CLEAR is debatable in the Fotoromane.

52. **WL.K12.NM.1.3:** Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   **FAIR ALIGNMENT**   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:
Same comment here for the Fotoromane but the Hören sections are more in line with this. (s. 92)

53. **WL.K12.NM.1.4:** Demonstrate understanding of simple information supported by visuals through a variety of media.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:
Kontext sections in particular (Talking picture Audio - Activities - such as in Sport und Freiheit)/ Fotoromane /

54. **WL.K12.NM.1.5:** Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   **FAIR ALIGNMENT**   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:
Sprichwörter rhymes in the Aussprache und Rechtschreibung sections. Lacking in songs, poems...

55. **WL.K12.NM.1.6:** Follow short, simple directions.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   **FAIR ALIGNMENT**   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:
Suchen Sie .../ Im Internet/.Though there are other short, simple directions in German, there is also English right after.

56. **WL.K12.NM.2.1:** Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:
Kontext sections have wonderful visuals supporting the simple sentences.Kultur sections do as well.

57. **WL.K12.NM.2.2:** Demonstrate understanding of short, simple literary stories.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   **VERY POOR/NO ALIGNMENT**

Justification:
Literary stories? Where?

58. **WL.K12.NM.2.3:** Demonstrate understanding of simple written announcements with prompting and support.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   **FAIR ALIGNMENT**   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:
I suppose it depends on what one calls a written announcement. The included document showing alignment suggests Lesen - Lektion 2B - where there is a student's weekly planner and also a brochure from a university. Are these really to be considered "announcements" ?

59. **WL.K12.NM.2.4:** Recognize words and phrases when used in context on familiar topics.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:
The Fotoromane recombine the vocab. from the Kontext sections. The practice exercises do the same.

60. **WL.K12.NM.3.1:** Introduce self and others using basic, culturally-appropriate greetings.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:
Lektion 1 has a wealth of info for this.

61. **WL.K12.NM.3.2:** Participate in basic conversations using words, phrases, and memorized expressions.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:
The Supersite exercises provide practice in this (Partner-chat)The terminkalender - in the Wiederholung (2 B) - asks students to take turns asking and answering questions, etc.

62. **WL.K12.NM.3.3:** Ask simple questions and provide simple responses related to personal preferences.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:
section on gern/ nicht gern and möchte Partnerinterview -in Kommunikation S. 85Le

63. **WL.K12.NM.3.4:** Exchange essential information about self, family, and familiar topics.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:
Lektion 1 and 3 - constant exchange of info in various activities

64. **WL.K12.NM.3.5:** Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:
Time elements - days of weeks / common time expressions, numbers - in use in activities on supersite and throughout Lektion 1 and then again later on in other chapters when students are asked to talk/ write about their plans for the day. (Anwendung)

65. **WL.K12.NM.3.6:** Use appropriate gestures, body language, and intonation to clarify a message.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:
pictures in Begrüßung S. 4 - shows expressions/Intonation in listening exercises in Supersite...

66. **WL.K12.NM.3.7:** Understand and respond appropriately to simple directions.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:
Simon says - 3 B p. 133 and exercise - giving commands

67. **WL.K12.NM.3.8:** Differentiate among oral statements, questions, and exclamations in order to determine meaning.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:
word order explanation helps with the differentiation betwteen statements and questions / intonation with exclamations

68. **WL.K12.NM.4.1:** Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:
From chapters 1- 4 there is ample opportunity to speak about oneself and surroundings - be it at a university or in a restaurant.

69. **WL.K12.NM.4.2:** Present personal information about self and others.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:
Ample opportunity is given throughout the textbook to present personal info about self and others. There is a wealth of vocab. for descriptions - physical and otherwise.

70. **WL.K12.NM.4.3:** Express likes and dislikes.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:
use of modal Möchte / even Doch at times/ and gern/nicht gern

71. **WL.K12.NM.4.4:** Provide an account of daily activities.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:
Time elements exercises / Stundenplan, etc.

72. **WL.K12.NM.4.5:** Role-play skits, songs, or poetry in the target language that deal with familiar topics.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT **POOR ALIGNMENT** VERY POOR/NO ALIGNMENT

Justification:
Some role playing activities- (-(Freut mich! S. 19) but again, songs? poetry?

73. **WL.K12.NM.4.6:** Present simple information about a familiar topic using visuals.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:
Some activities ask students to draw pictures (Rate was ich zeichne S. 13)

74. **WL.K12.NM.5.1:** Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:
Wiederholung activities

75. **WL.K12.NM.5.2:** Fill out a simple form with basic information.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   **FAIR ALIGNMENT**   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
MACHEN SIE EINE LISTE s. 45/ Stundenplan/

76. **WL.K12.NM.5.3:** Write simple sentences about self and/or others.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
A wealth of descriptive words enables one to do this and various exercises throughout give ample practice - Minigeschichte S. 87

77. **WL.K12.NM.5.4:** Write simple sentences that help in day-to-day life communication.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Briefe schreiben S. 141/ Postkarte schreiben S. 185 among other ones on the supersite

78. **WL.K12.NM.5.5:** Write about previously acquired knowledge and experiences.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   **FAIR ALIGNMENT**   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
same - Briefe schreiben S. 141, for example

79. **WL.K12.NM.5.6:** Pre-write by drawing pictures to support ideas related to a task.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   **POOR ALIGNMENT**   VERY POOR/NO ALIGNMENT
Justification:
The suggested alignment indicates the idea map is a form of picture. It is a graphic display, but a picture?

80. **WL.K12.NM.5.7:** Draw pictures in sequence to demonstrate a story plot.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   **VERY POOR/NO ALIGNMENT**
Justification:
I don't see it.

81. **WL.K12.NM.6.1:** Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
The culture sections, even the Kontext sections...for greeetings

82. **WL.K12.NM.6.2:** Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Culture sections / traditions in Panorama sections, etc. body language shown in Fotoromane

83. **WL.K12.NM.6.3:** Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   **POOR ALIGNMENT**   VERY POOR/NO ALIGNMENT
Justification:
A bit about German Feste in the USA, but no songs, dances, ... The Leiterspiel (Snakes and Ladders) game and the Familien-Bingo Arbeitsblatt in the editable activities one works,but as for being culturally authentic, that is a bit of a stretch for this one, since Bingo and Chutes and Ladders are not unique to Germany games.

84. **WL.K12.NM.6.4:** Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:
Culture/ Panorama / throughout the text.

85. **WL.K12.NM.7.1:** Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   **VERY POOR/NO ALIGNMENT**
Justification:
The included document showing links to standards suggests that COGNATES do this. That is not my understanding. I believe the standard refers to words one learns in other subjects such as science or math (celcius, fahrenheit, etc.) but I see very little of this here. Cognates are simply words that are similar in both languages.

86. **WL.K12.NM.7.2:** Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.

    VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   **POOR ALIGNMENT**   VERY POOR/NO ALIGNMENT

Justification:
I just don't see that happening here. This has to do with furthering knowledge of other disciplines through the target language, and I do not think making flash cards with nouns in the target language helps one do this, as is suggested by the document linking content in the text to standards. I do believe the maps included help students with Geography and history of immigration, etc.

87. **WL.K12.NM.8.1:** Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.

    VERY GOOD ALIGNMENT   GOOD ALIGNMENT   **FAIR ALIGNMENT**   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:
There are sections on Cognates, particularly in the first chapter, which do this.

88. **WL.K12.NM.8.2:** Recognize true and false cognates in the target language and compare them to own language.

    VERY GOOD ALIGNMENT   GOOD ALIGNMENT   **FAIR ALIGNMENT**   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:
There is a short section in the Reading strategies in Chapter 1 on recognizing cognates which warns students to look out for false cognates such as Note and bald and fast.

89. **WL.K12.NM.8.3:** Identify celebrations typical of the target culture and one's own.

    VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:
The culture and panorama sections do a good job of this. One such example would be the connections made with immigrants bringing customs here to America - such as the Oktoberfest. A picture of dancers at the Oktoberfest in Hollywood, Fl is in the book. Other German traditions - Karneval, customs for students on the first day of school, etc. are included.

90. **WL.K12.NM.9.1:** Use key words and phrases in the target language to participate in different activities in the school and community settings.

    VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:
4 B Kontext- dining out / ordering in a restaurant / Chapter 1 - pleasantries on getting to know people: Schön, Sie kennenzulernen, etc. = examples

91. **WL.K12.NM.9.2:** Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.

    VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:
The supersite presents students with the opportunity to participate in chats and activities. Ex. - Brieffreunde : Read Eva's letter; then answer Jana's questions / Partner chats -talke with your partner about what your family members enjoy doing, etc.

If you have questions contact Office of Instructional Materials, imstaff@fldoe.org or 850-245-0425