



INSTRUCTIONAL MATERIALS ADMINISTRATOR

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Recommendation

No

Comments: The wealth of content and the look of the textbook is exceptional but the decisions regarding what to present with what and where are just problematic for the high school teacher in the limited time we have to teach the material. Too much grammar - and of the wrong kind - like past tense of weak, mixed, and strong verbs - all together - is hampering, for it is overwhelming in nature.

Notation: Teachers will have to do a lot of reinforcement for grammatical structures and separating of concepts mixed together in the text. This will slow down the students' ability to read the textual narratives because they have not been chosen with the separation of verb types in mind. One problem leads to another.

Material for Review

Course: German 2 (0702330)

Title: Mosaik 2 , Edition: 1st

Copyright: 2014

Author: Jose A. Blanco

Grade Level: 9 - 12

Content

Answer each item below and select the "Save" button to save your responses. You must select the "Save" button before going to another section or leaving this page to save the answers you have provided. If you are unable to complete the section, you may save your answers and come back to complete at a later time. All items must be answered for a section to be considered complete.

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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

Upon completion of all Areas of Review, the Recommendation link will become available with a record of how you scored each section of the evaluation.

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- Additional information regarding the Content, Presentation, and Learning requirements are located in the World Languages K-12 Specifications for the 2015-16 Florida State Adoption of Instructional Materials.

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 curriculum 1. 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:

The focus is definitely on communication. The various activities demand that the students express themselves in the target language.

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:

The content prompts students to understand and respond to statements about themselves, their families and friends, and various activities for work or pleasure.

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:

There are so many useful and adaptable materials for the students. The major problem of concern is the available technology for students in order to make use of many of them.

B. Level of Treatment 4. 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:

The details are even highlighted and color-coded in the Strukturen.

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:

The content for level 2 is appropriate for the Strukturen. I think the complexity of it and the vocabulary is appropriate, just not in the best order for students to progress in the standards.

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:

As is often the case, the cultural material - as presented in the reading selections but mostly in the videos and Zapping sections- is above the students' abilities in a second year course. It is authentic, but that inherently presents a difficulty/complexity problem for students who have only had one year of the target language.

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:

It is doable, but there will be a lot of frustration on the part of students' and teachers' both, in separating the complexities of the Strukturen concerning all types of verbs in the Perfekt and other past tenses- as they are presented in these chapters. Too much is given together in the same section. Prefixed verbs shouldn't be in a later chapter. What should be separated in the presentation are the weak verbs from the strong verbs and the mixed verbs. By the time the teacher does that himself/herself, the ability to utilize this knowledge with the reading and listening materials takes more time than allotted with regards to the basic vocabulary presented in the chapters.

C. Expertise for Content Development 8. 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:

The information comes from many authentic sources and is, therefore, expert.

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:

They are colorful and interesting and so are most useful in getting students' attention.

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:

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:

The focus is definitely on oral communication but lacking in some of the written communication exercises to help students meet those types of standards.

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:

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:

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:

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:

I think the young people presented in the videos- for example on New Year's Eve- and their activities - are more mature than the high school student and perhaps, then, this book is more appropriate for the college student.

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:

Again, cultural connections are there, but the context is more in line with college students, so I think that the life connections to high school students is stretched in some cases. Students traveling alone to friends' homes in other cities, etc - are just not performing activities my students perform.

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:

Geography is just one example, weather systems, clothing and European sizing using the metric system...= interdisciplinary connections

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:

Second generation Turks make up a good part of Berlin's population and the book includes a good mix of gender and ethnicity, etc. in an unbiased maner.

H. Humanity and Compassion 20. 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 Resources 1. 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:

They are very good for speaking & listening abilities but communication also indicates writing and there this program is lacking. Here is where the teacher is going to have to do a lot of extra work.

B. Alignment of Instructional Components 2. 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:

C. Organization of Instructional Materials 3. 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:

Here is where I have a major problem- especially in the organization of grammar presentation with the mixed, strong, and weak verbs in the past time all being presented together. That also comes in the same unit with the dative and accusative pronouns. It seems that the author threw in a little of this and a little of that. The vocabulary on clothing would have been more appropriate in Mosaik 1. Students want to be able to talk about what they wear almost immediately.

D. Readability of Instructional Materials 4. 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 are good, but the narratives quite often use a mix of verbs, and that is, most likely, why the decision was made to present together a mix of verbs in the past time, but this is more frustrating than helpful to students and teachers alike in the attempt to utilize the content and meet the standards of expression.

E. Pacing of Content 5. 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:

What I say in 3c AND 4d CARRY OVER to this and makes this a nightmare book for pacing. Even psychologically, high school students feel more confident when they master the content and go on to "THE NEXT CHAPTER." They do better with books with smaller portions of content in more chapters than such a book with only 4 chapters divided into 2 sections each. The mix of things in each section again makes one question what the author was thinking. The mix of grammar is too diverse and spreads the students' attention in too many directions. This is a frustrating situation.

Accessibility 6. 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:

It does. However, the practicality of using them is something I still feel I must mention here. The major question here is the access to technology that most students in inner city schools have in order to access them!

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:

The choice and the visual presentation are excellent but this is tempered by the organizational problems and the pacing problems.

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 = in and out of classroom- is quite motivating. So are the colorful pages and the color-coding highlights of the text.

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 operative word. The concept of past time verb formations is not thoroughly taught with these materials. In fact, that is major issue with any of the grammar. Yes, the focus is on communication these days, but without decent grammar practice in this target language, the students' attempts at communication fail. Cases become very important in sorting out what a student is trying to say. There is just not enough practice. If one doesn't care how well the student is expressing himself, just that the student is opening his mouth and using vocabulary, then this is great. However, this is not sufficient for mastery of German as a target language.

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 explanations are clear. The color-coding aids the students in understanding. The opening statements - You will learn about ... are very clear.

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 communicative activities is quite good when it comes to speaking. They go from "fill in the word" type activities to

writing sentences.

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:

Teachers can edit the materials and there is a wealth of different types of activities for speaking and listening. There are visuals as well. The downfall is in the Strukturen area.

E. Active Participation of Students 6. 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:

A mix of the various activities will.

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 partner chat activities in particular are interesting and logical extensions of the content and objectives. On the other hand, the Arbeitsblätter are too little bang for the bucks it takes to print them out.

F. Targeted Instructional Strategies 8. 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:

There are many paired or small group group activities included as well as ones students may work on individually.

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:

Recombination of vocabulary is especially effective here.

G. Targeted Assessment Strategies 10. 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 assessments contain a mix of the desired learning goals for chapters.

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:

Because the overwhelming focus is communication and culture, the assessment materials assess that aspect quite well. However, there is so much compacted into each Strukturen that this particular part of the assessment is a "hit or miss." The teacher has to teach to the test in his selection of verbs that he practices in the past tense. This little section of grammar on the assessments- in particular, concerning verbs - doesn't really assess the learners' performance overall on the subject matter.

Universal Design for Learning 12. 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:

For the student who has everything at home and doesn't need to depend on technology to this degree, these materials have everything for communicative purposes concerning vocabulary and culture, but that is NOT the case for most of my students. And students need much more practice in German grammar - YES - GRAMMAR! - even to communicate to make oneself understood due to the meaning and purpose and structure of noun cases, etc. This may not be the case in Spanish or other languages, but it most definitely is in German.

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 are there to be used, if students have the means to use them. The editing factor allows teachers to overcome the drawbacks of the small portions of assessments devoted to the Strukturen.

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:

From the vocab. picture pages to the internet-based activities and partner chats, this is all a communication tool.

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:

The activities on the supersite connected to the various reading selections help students do this.

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:

The amount of material here is overwhelming for the typical high school student and therefore, progressing to even broader themes seems to be off the table, though there are a range of collaborative discussion activities included. Within chapters it works, but from chapter to chapter, not so much.

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 lend themselves to students presenting information learned in an organized way. For example, students learn vocabulary about Feste feiern and then are given reading selections about distinctive festivals/holidays in Germany.

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:

Again, this textbook excels in presenting information on life in the German-speaking countries based on the vocabulary originally presented - i.e. Feste feiern - and students can easily follow the logic and organization and development for presentation of their findings.

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:

In order to write arguments, students need much more practice in the Strukturen than this text gives them. The original presentation of the concepts is there, but the mix and the vastness of it all is just too much for the student to apply in his own writing to this degree of communication.

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:

The upside is the vocabulary development and the cultural topics but once again, the down side is the writing of any kind of text, though the informative text would be easier to mimic what the student has already read in the Mosaik textbook articles.

8. **WL.K12.IL.1.1:** Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.

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

Justification:

The vocabulary presentation is the shining star of this text. Even the amount of pertinent vocab. is appropriate per unit section.

9. **WL.K12.IL.1.2:** Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.

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

Justification:

There is ample practice on the supersite for this, section by section, of the text.

10. **WL.K12.IL.1.3:** Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.

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

Justification:

There is ample practice on the supersite for this, section by section, of the text.

11. **WL.K12.II.1.4:** Identify key points and essential details 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 and the Zapping sections are important for this.

12. **WL.K12.II.1.5:** Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.

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

Justification:

There is a fair amount of listening exercises on the supersite.

13. **WL.K12.II.1.6:** Demonstrate understanding of multiple-step directions and instructions in familiar settings.

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

Justification:

Very confusing in some of the instructions = grammar-based- on how to use the pronouns and the compounds. -One lesson in word order of object pronouns used particularly confusing language and instructions. There are simpler ways to explain the procedures.

14. **WL.K12.II.2.1:** Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.

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

Justification:

The vocab. content is very good so finding context clues to demonstrate the main idea is relatively easy.

15. **WL.K12.II.2.2:** Interpret written literary text in which the writer tells or asks about familiar topics.

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

Justification:

I take literary here to be loosely interpreted. The highlighted vocab. off to the side or extra vocab. legends make this good for communication skills.

16. **WL.K12.II.2.3:** Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.

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

Justification:

The zapping is perfect for authentic texts, as well as the cultural capsules.

17. **WL.K12.II.2.4:** Demonstrate understanding of vocabulary used in context when following written directions.

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

Justification:

There are many vocabulary exercises designed for this skill.

18. **WL.K12.II.3.1:** Initiate and engage in a conversation on familiar topics.

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

Justification:

Some of the partner chats are excellent and some of the extra assignments on the Supersite work for this. The text itself has ample discussion prompts.

19. **WL.K12.II.3.2:** Interact with others in everyday situations.

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

Justification:

The everyday situations are dependent on the vocabulary content, which could be better organized as to what goes in Level 1 vs. Level 2, but what is there does lend itself to this.

20. **WL.K12.II.3.3:** Express and react to feelings and emotions in real life situations.

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

Justification:

I don't find a lot of vocabulary related to feelings and expressing emotions, though some words in the chapters can help students do this.

21. **WL.K12.II.3.4:** Exchange information about familiar academic and social topics including participation in an interview.

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

Justification:

Again, the vocabulary is key here and the conversational practice is good enough for exchanging information.

22. **WL.K12.II.3.5:** Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.

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

Justification:

The vocabulary units on Technik und Medien as well as Auto und Rad fahren work for this.

23. **WL.K12.IL.3.6:** Recount and restate information received in a conversation in order to clarify meaning.

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

Justification:

The recombination exercises in the text and on the Supersite are excellent for this.

24. **WL.K12.IL.3.7:** Exchange general information about a few topics outside personal and academic fields of interest.

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

Justification:

Outside personal and academic fields of interest is debatable as to what that really means! The vocab. here is mostly everyday life vocabulary. Perhaps the Feste chapter is outside one's field of interest, though.

25. **WL.K12.IL.3.8:** Initiate, engage, and exchange basic information to solve a problem.

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

Justification:

Minor every problems, perhaps, but nothing major- due to the vocab. limitations and the Strukturen limitations of this text.

26. **WL.K12.IL.4.1:** Present information on familiar topics using a series of sentences with sufficient details.

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

Justification:

Many text exercises practice this.

27. **WL.K12.IL.4.2:** Describe people, objects, and situations using a series of sequenced sentences.

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

Justification:

p.46 Letzten Juli = excellent for this / esp. exercises near the end of the sections lend themselves to this.

28. **WL.K12.IL.4.3:** Express needs, wants, and plans using a series of sentences that include essential details.

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

Justification:

Exercises near the ends of the sections work well for this.

29. **WL.K12.IL.4.4:** Provide a logical sequence of instructions on how to make something or complete a task.

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

Justification:

The section on time expressions will help students sequence instructions.

30. **WL.K12.IL.4.5:** Present a short skit or play using well-structured sentences.

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

Justification:

Students using this text will have the vocab. to do so. Many end exercises ask them to write stories about someone's experiences and this could be adapted. However, the key term is "well-structured" and this is the downfall of this book. There is too much pushed into one chapter and not enough practice and once again, in German, perhaps moreso than in Spanish or French, the cases of nouns is paramount for communication and there is just not enough practice for past tenses, etc.

31. **WL.K12.IL.4.6:** Describe events in chronological order using connected sentences with relevant details.

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

Justification:

Yes, the time expressions in 3 B will help with chronological order.

32. **WL.K12.IL.5.1:** Write on familiar topics and experiences using main ideas and supporting details.

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

Justification:

There is plenty of practice for this at the ends of the units- Write about Eric's sad day or a beautiful day in your life p. 75- and writing about what you did = cleaning the house, etc.-in the various chapters.

33. **WL.K12.IL.5.2:** Describe a familiar event or situation using a variety of sentences and with supporting details

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

Justification:

The chapter on Auto and Rad fahren (4 A) or the chapter on household chores = 2 B

34. **WL.K12.IL.5.3:** Express and support opinions on familiar topics using a series of sentences.

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

Justification:

This is lacking - practice on opinions - to any great degree though there are some exercises asking about what one thinks about some topic. Gern is used in the examples.

35. **WL.K12.IL.5.4:** Compare and contrast information, concepts, and ideas.

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

Justification:

The comparison of adj. and adv. is excellent for this.(4A)

36. **WL.K12.IL.5.5:** Develop questions to obtain and clarify information.

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

Justification:

Almost any chapter works for this.

37. **WL.K12.IL.5.6:** Conduct research and write a detailed plan (e.g.; 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:

The Im Internet sections work well for this- Like p.117- Plan a tour of Hamburg...

38. **WL.K12.IL.5.7:** Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.

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

Justification:

The Biographie p. 101 ex. 9 /even the weather reports section p. 112

39. **WL.K12.IL.6.1:** Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.

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

Justification:

ex. 6 p. 100 - about the 2 Mitarbeiter

40. **WL.K12.IL.6.2:** Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.

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

Justification:

The Feste section/the Technik and Medien

41. **WL.K12.IL.6.3:** Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.

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

Justification:

There are a few sections where students are asked to explore this - even write a biography of a famous person. Another- the Max-Planck Gesellschaft, etc.- cultural capsules of cities - Darmstadt, etc.

42. **WL.K12.IL.6.4:** Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).

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

Justification:

entire section on transportation

43. **WL.K12.IL.7.1:** Access information in the target language to reinforce previously acquired content area knowledge.

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

Justification:

Im Internet sections - sections which tell them to research cities - one asks them to develop a brochure or a plan for a trip - including hotel, what's there to do or visit

44. **WL.K12.IL.7.2:** Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.

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

Justification:

Panorama sections and succeeding Lesen sections

45. **WL.K12.IL.8.1:** Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.

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

Justification:

Loose connections - in explanation of prepositions "used differently from English counterparts - are here and there

46. **WL.K12.II.8.2:** Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.

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

Justification:

few idioms

47. **WL.K12.II.8.3:** Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.

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

Justification:

Much on Geography in the end sections - Schleswig Holstein, etc. and the Kultur = Max Planck Could use more of an overall balance, though, esp. in art and music and literature and language itself.

48. **WL.K12.II.9.1:** Use the target language to participate in different activities for personal enjoyment and enrichment.

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

Justification:

party chapter, technik und medien chapter, plane travel, etc.

49. **WL.K12.II.9.2:** Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to-face encounters.

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

Justification:

There are assignments which ask students to email, to video - from the supersite- alone, with partners, etc.

50. **WL.K12.IM.1.1:** Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.

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

Justification:

Questions on readings throughout

51. **WL.K12.IM.1.2:** Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.

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

Justification:

Questions on readings in text and on supersite

52. **WL.K12.IM.1.3:** Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.

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

Justification:

Some of the audio sections

53. **WL.K12.IM.1.4:** Identify essential information and supporting details on familiar topics presented through a variety of media.

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

Justification:

The topics are presented in various ways - pictures, text, Hören.

54. **WL.K12.IM.1.5:** Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.

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

Justification:

Lecture? T talks on? I don't think anything here qualifies.

55. **WL.K12.IM.1.6:** Demonstrate understanding of complex directions and instructions in familiar settings.

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

Justification:

There are sections where students need to understand directions, but the complexity isn't there. This is very simplistically broken down in this text. Students are even given lists of things to think about with regards to tasks.

56. **WL.K12.IM.2.1:** Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.

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

Justification:

The succeeding questions and extra vocab. on the page in bold print...on the reading texts

57. **WL.K12.IM.2.2:** Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.

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

Justification:

The questions below help identify these things.

58. **WL.K12.IM.2.3:** Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.

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

Justification:

The listening selections asking students to identify what they see and hear / The one about the what services the company provides.

59. **WL.K12.IM.2.4:** Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.

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

Justification:

I think there are not many idioms per chapter at all. - Schlange stehen/ It's a pigsty. - very few

60. **WL.K12.IM.3.1:** Express views and effectively engage in conversations on a variety of familiar topics.

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

Justification:

There is ample vocab. for the familiar topics but expressing views will require more than I like. The closest thing to this is in the comparative/superlative degree section w

61. **WL.K12.IM.3.2:** Ask and answer questions on familiar topics to clarify information and sustain a conversation.

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

Justification:

End exercises help students do this in each chapter.

62. **WL.K12.IM.3.3:** Express personal views and opinions on a variety of topics.

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

Justification:

Only rudimentary vocab. given for this =gern / and once one says :I like this more, that's about it...

63. **WL.K12.IM.3.4:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).

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

Justification:

There are so many: "with a partner" or start a story- write 2 sentences and pass it on to the next...

64. **WL.K12.IM.3.5:** Initiate and maintain a conversation on a variety of familiar topics.

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

Justification:

Same as in # 63.

65. **WL.K12.IM.3.6:** Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.

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

Justification:

There is a wealth of usable vocab. in each section. It is highlighted on various pages and then combined again in the end on a single vocabulary page.

66. **WL.K12.IM.3.7:** Follow grammatical rules for self-correction when speaking.

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

Justification:

The focus is on vocab, not on grammatical rules, in the vast majority of the exercises. This is a downfall of this text.

67. **WL.K12.IM.3.8:** Describe a problem or situation with details and state an opinion.

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

Justification:

Stating opinions - the vocab. in text is only rudimentary for this situation.

68. **WL.K12.IM.4.1:** Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.

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

Justification:

The assignments near the end of chapters - like creating brochures or travel plans - lend themselves to this.

69. **WL.K12.IM.4.2:** Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.

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

Justification:

Last 2 chapters - with traveling and time expressions

70. **WL.K12.IM.4.3:** Retell a story or recount an experience with appropriate facts and relevant details.

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

Justification:

Retell or recount - plenty of exercises- about what one did to clean the house or kitchen - p. 100 ex. 3, p. 66 ex. 7

71. **WL.K12.IM.4.4:** Provide supporting evidence using logically connected sentences that include relevant details.

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

Justification:

Same examples as in # 70 do this, and many more.

72. **WL.K12.IM.4.5:** Retell or summarize a storyline using logically connected sentences with relevant details.

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

Justification:

Assignments telling students to write about something and pass on the paper after writing 2 sentences, or others in which students need to tell what they did at a certain time.

73. **WL.K12.IM.4.6:** Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.

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

Justification:

Describing and explaining - good, but reacting - not so good dueis. to a lack of vocab. for th

74. **WL.K12.IM.5.1:** Write narratives on familiar topics using logically connected sentences with supporting details.

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

Justification:

Every unit has writing assignments in which students are asked to write narratives on the topics covered in the chapters.

75. **WL.K12.IM.5.2:** Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.

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

Justification:

Kultur im Internet sections

76. **WL.K12.IM.5.3:** State an opinion and provide supporting evidence using connected sentences.

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

Justification:

Vocab. just isn't there to do a good job on stating opinions other than I like, I prefer - in the comparative& superlative degrees.

77. **WL.K12.IM.5.4:** Conduct research and write a report on a variety of topics using connected detailed paragraphs.

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

Justification:

End sections - Im Internet/ Vertiefung p. 177 especially

78. **WL.K12.IM.5.5:** Draft, edit, and summarize information, concepts, and ideas.

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

Justification:

Section on what to include in a brochure on a city you want to tour,lists to include of what to watch /listen for help one edit and summarize.

79. **WL.K12.IM.5.6:** Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.

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

Justification:

The grammar explanations are confusing at times and there are too many grammatical ideas presented in a unit.

80. **WL.K12.IM.5.7:** Write a narrative based on experiences that use descriptive language and details.

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

Justification:

Again, vocab. is ample to do this but correct writing includes more intense practice on Strukturen items that just isn't there. A narrative based on experiences means students will not be relying on phrases and structures they lift from texts on the internet, so they will need to be more concerned about writing the correct grammar on their own.

81. **WL.K12.IM.6.1:** Distinguish patterns of behavior and social interaction in various settings in the target culture(s).

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

Justification:

Sections in Ch. 1 include Zapping and the Frohes Neu Jahr! conversations/ The conversations in particular show behavior patterns.

82. **WL.K12.IM.6.2:** Use practices and characteristics of the target cultures for daily activities among peers and adults.

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

Justification:

Kultur sections - 1 B Wo kaufen Deutschen jetzt Bekleidung? = ex.

83. **WL.K12.IM.6.3:** Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.

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

Justification:

p. 57 - Architektur, Kunst, Industrie

84. **WL.K12.IM.6.4:** Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).

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

Justification:

Here and there - fashion section shows difference in USA and European sizing...

85. **WL.K12.IM.7.1:** Use expanded vocabulary and structures in the target language to increase content area knowledge.

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

Justification:

In Kontakt sections

86. **WL.K12.IM.7.2:** Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.

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

Justification:

in Panorama sections

87. **WL.K12.IM.8.1:** Compare language structures and skills that transfer from one language to another.

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

Justification:

some in the Achtung sections - but limited some in Strukturen - but to just say they are "different" is not always very helpful - such as in the prepositions explanation

88. **WL.K12.IM.8.2:** Compare and contrast structural patterns in the target language and own.

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

Justification:

limited / some in Achtung sections- same as in # 87.

89. **WL.K12.IM.8.3:** Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.

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

Justification:

The info in the Panorama can be used to compare and contrast.

90. **WL.K12.IM.9.1:** Use expanded vocabulary and structures in the target language to access different media and community resources.

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

Justification:

Students are encouraged to research on the internet and the Supersite Partner Chats and record-submit sections help them expand their usage of vocab.

91. **WL.K12.IM.9.2:** Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.

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

Justification:

The Kultur and the Im Internet sections encourage this.

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

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