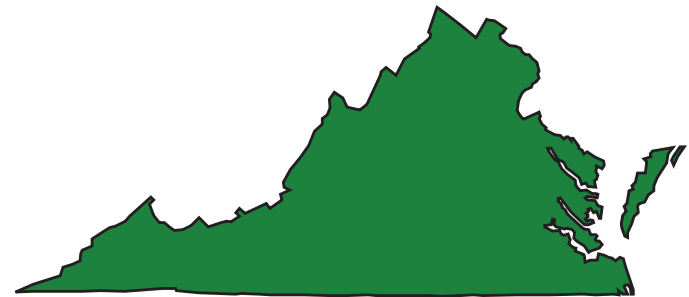


**Auf
Deutsch!**

correlated to the

Virginia

German III Textbook Correlation Matrices
Level III Standards of Learning



German III Textbook Correlation Matrices
Level III Standards of Learning

Publisher: McDougal Littell

Text/Instructional Material Title: *Auf Deutsch! Drei, Level 3*

Foreign Language Standard Person-to-Person Communication	Correlation By Page Numbers Make all correlations using the teacher text and any other materials included in the bundle. Identify <i>no more than 10 significant</i> areas of correlation to the 2000 Foreign Language Standards of Learning.
GIII.1 The student will engage in original and spontaneous oral and written communications in German.	TE: 65, 86(C), 92, 119(B),131(D), 139, 158, 158-159, 211(B)
1. Express own opinions, preferences, and desires, and elicit those of others.	TE: 15, 43, 106, 107, 111-113, 118(B), 205, 224, 220(B), 251(B)
2. Use level-appropriate vocabulary and structures to express ideas about topics and events found in a variety of print and non-print sources in German.	TE: 35, (47(B), 66, 72(D-E),118(C),145, 198, 211(B), 248J, 270(C)

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GIII.2 The student will demonstrate skills necessary to initiate, sustain, and close oral and written exchanges in German, applying familiar vocabulary and structures to new situations.	TE: 92, 150, 178, 194, 198, 263
1. Participate in sustained exchanges that reflect past, present, and future time.	TE: 35, 65, 75, 132, 145, 158, 165, 194(B)
2. Exchange detailed information in German via conversations, notes, letters, or e-mail on familiar topics.	TE: 53(C), 55(D), 81(D), 89, 92-94, 223(B)
3. Use paraphrasing, circumlocution, and non-verbal behaviors to convey and comprehend messages in level-appropriate German.	TE: 30J, 96F, 116I, 116J, 136D, 202D, 208J

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Foreign Language Standard Listening and Reading for Understanding	Correlation By Page Numbers Make all correlations using the teacher text and any other materials included in the bundle. Identify <i>no more than 10 significant</i> areas of correlation to the 2000 Foreign Language Standards of Learning.
GIIL.3 The student will comprehend spoken and written German based on new topics in familiar as well as unfamiliar contexts that are presented through a variety of media.	TE: 32, 63-64, 88-89, 98-99, 109-110, 118-119, 154, 155-158, 240, 250-251
1. Identify main ideas and pertinent details when reading or listening to passages, such as live and recorded conversations, short lectures, reports, and literary selections in German.	TE: 44-45, 45-47, 62, 90-91, 130-131, 176-177, 195-197, 220 Audio: 5-7, 14-15
2. Understand culturally authentic materials that use new as well as familiar information in German.	TE: 74, 128-129, 129-131, 141, 174-175, 194-195, 260
3. Understand and follow instructions presented in consumer and informational materials in German, such as those needed to understand a train schedule or to use the Internet.	TE: 30J, 162J, 182F, 208J, 228F

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<p>Foreign Language Standard Oral and Written Presentation</p>	<p>Correlation By Page Numbers Make all correlations using the teacher text and any other materials included in the bundle. Identify <i>no more than 10 significant</i> areas of correlation to the 2000 Foreign Language Standards of Learning.</p>
<p>GIII.4 The student will present orally and in writing information in German that combines learned as well as original language in increasingly complex sentences and paragraphs.</p>	<p>TE: 25-28, 30J, 70(D), 72(E), 116F, 121(C), 240, 244-246, 263</p>
<p>1. Summarize and communicate main ideas and supporting details in German orally and in writing from a variety of authentic language materials.</p>	<p>TE: 62, 111, 129-131, 158, 176-178, 195-198, 221-223, 261-263</p>
<p>2. Use past, present, and future time frames, word order, and other level-appropriate language structures with increasing accuracy.</p>	<p>TE: Present: 6-7, 107(B), 206(C); Past: 18, 25-26, 75(C), 106(B), 254-255; Future: 111, 239</p>

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GIII.5 The student will present student-created as well as culturally authentic stories, poems, and/or skits in German.	TE: 65(B), 76J, 92, 142G, 243, 261-262
1. Produce well-organized spoken and written German presentations appropriate to the type of audience and the purpose of the presentation.	TE: 46-48, 65-68, 158-160, 178-180, 182F, 224-225, 228J, 240, 263
2. Use appropriate verbal and non-verbal presentational techniques including visual aids and/or technological support.	TE: 70C, 96G, 116F, 142F, 142J, 162H-I, 162J, 228J, 248F-G

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Foreign Language Standard Cultural Perspectives, Practices, and Products	Correlation By Page Numbers Make all correlations using the teacher text and any other materials included in the bundle. Identify <i>no more than 10 significant</i> areas of correlation to the 2000 Foreign Language Standards of Learning.
GIII.6 The student will discuss the interrelationship among the perspectives, practices, and products of German-speaking cultures.	TE: <i>Opportunities to address this standard can be found on the following pages:</i> 12-13, 32-33, 52-53, 78-79, 98-99, 118-119
1. Examine how and why products such as natural and manufactured items, the arts, recreation and pastimes, language and symbols reflect practices and perspectives in German-speaking cultures.	TE: <i>Opportunities to address this standard can be found on the following pages:</i> 144-147, 164-165, 184, 206C, 251
2. Discuss how the viewpoints of German-speaking people are reflected in their practices and products, such as political systems, art and architecture, music, and literature.	TE: <i>Opportunities to address this standard can be found on the following pages:</i> 129-132, 207, 212-213
3. Investigate the role of geography in the history and development of German-speaking cultures.	TE: Content/activities with potential for including the role of geography: 32-33, 98, 118, 144-145, 164-165, 184, 208J

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Foreign Language Standard Making Connections through Language	Correlation By Page Numbers Make all correlations using the teacher text and any other materials included in the bundle. Identify <i>no more than 10 significant</i> areas of correlation to the 2000 Foreign Language Standards of Learning.
GIIL.7 The student will reinforce and broaden his/her knowledge of connections between German and other subject areas including language arts, science, history and social science, mathematics, physical education, health, and/or the arts.	TE: 10J, 76G, 116J, 248E, 248J, 250-251
1. Identify how the German language and German-speaking cultures are found in other subject areas through various topics, such as terminology specific to the content areas.	TE: The subject areas of Chapters 29 (Occupations), 33 (Fitness), 36 (Theater and Film), for example, lend themselves to teacher initiated activity to identify evidence of German language and German-speaking cultures.
2. Relate topics studied in other subject areas to those studied in German class, such as issues related to the environment or the contributions of political, arts, or sports figures from German-speaking cultures to the world.	TE: 10F, 30E, 50F, 98(A), 116F, 182F, 208J, 228F, 228J

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Foreign Language Standard Cultural and Linguistic Comparisons	Correlation By Page Numbers Make all correlations using the teacher text and any other materials included in the bundle. Identify <i>no more than 10 significant</i> areas of correlation to the 2000 Foreign Language Standards of Learning.
GIII.8 The student will discuss in German why similarities and differences exist within and among cultures.	TE: <i>Opportunities to address this standard can be found on the following pages: 12-13, 33(C), 44, 128-129, 194(B), 210-211, 221-223</i>
1. Use level-appropriate German to discuss the influences of historical and contemporary events and issues on the relationships between German-speaking countries and the United States.	TE: <i>Opportunities to address this standard can be found on the following pages: 30E, 98, 248F</i>
2. Compare aspects of German-speaking cultures, such as language, clothing, foods, dwellings, and recreation, with those of other cultures.	TE: <i>Opportunities to address this standard can be found on the following pages: 10G, 116J, 144-145, 164-165, 184-185, 220, 250-251</i>

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Foreign Language Standard Cultural and Linguistic Comparisons	Correlation By Page Numbers Make all correlations using the teacher text and any other materials included in the bundle. Identify <i>no more than 10 significant</i> areas of correlation to the 2000 Foreign Language Standards of Learning.
GIII.9 The student will strengthen his/her knowledge of the English language through the study and analysis of increasingly complex elements of the German language.	TE: 17, 38, 58-59, 82-84, 102-103, 151, 122, 234-238
1. Demonstrate understanding that language and meaning do not transfer directly from one language to another.	TE: 23-24, 42-43, 89-92, 109-111, 141, 155-157, 175, 207, 228J, 241-243
2. Demonstrate understanding that vocabulary, linguistic structures, and tense usage in English differ from those of the German language.	TE: 6, 12, 19-20, 40, 41-43, 106-107, 188-189, 214-215, 238-239, 257-259

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Foreign Language Standard Communication across Communities	Correlation By Page Numbers Make all correlations using the teacher text and any other materials included in the bundle. Identify <i>no more than 10 significant</i> areas of correlation to the 2000 Foreign Language Standards of Learning.
GIII.10 The student will improve German language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes.	TE: 30J, 50F, 70D, 182F, 208J
1. Expand German language skills and cultural knowledge through the use of media, entertainment, and technology.	TE: 1E, 10J, 116J, 142F, 142J, 208F, 218J
2. Locate and use German resources, such as individuals and organizations accessible through the community or the Internet, to broaden cultural understanding.	TE: 10J; Fokus Internet: 81, 145, 167, 233, 253

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Foreign Language Standard Additional Criteria	Evidence Please provide information that will assist the reviewers in identifying support for the following criterion indicators.
<p>Materials are presented in an organized, logical manner and are appropriate for the age, grade, and maturity of the students.</p>	<p>TE: Through the <u>Scope and Sequence</u> section displaying content for all three levels and appearing in each Teacher’s Edition (T20-T45), the reviewer will see that <i>Auf Deutsch!</i> content is presented in a very organized and consistent manner, and the sequencing and flow of grammatical, cultural, and skill building material is logical, growing through the course of the series with both the linguistic and personal maturation of the student. Topical content, speakers and video characters are selected to appeal to teenagers.</p> <p>Audio: The Audio Program correlates to the listening activities in the Pupil’s Edition, the <i>Arbeitsheft</i>, and the Assessment Program.</p>
<p>1. Materials are organized appropriately within and among units of study.</p>	<p>TE: <i>Auf Deutsch!</i> features a uniquely clear and user-friendly organization. Each textbook contains twelve regular chapters and four review chapters. Each chapter corresponds to one episode of the <i>Fokus Deutsch</i> video series. Review chapters – in which students review the video story line, vocabulary, and grammatical structures—follow every third regular chapter. Each regular chapter consists of four self-contained teaching modules: <u>Videothek</u>, <u>Vokabeln</u>, <u>Strukturen</u>, and <u>Perspektiven</u>—the four skills development section. Reinforcement and continuity among chapters are built in through the TE <u>Quick Start Review</u> activities preceding each of these modules.</p> <p>Audio: The structure of the Audio Program parallels the teaching modules of each chapter.</p>

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2. Format design includes title, subheadings, and appropriate cross-referencing for each use.	<p>TE: Each chapter opens with a two-page spread featuring a title reflecting the topic of the video episode, appropriate pictures on the same theme, and a textbox of learning goals to prepare students for what is to come in the chapter and the accompanying video episode. Within chapters, prominent headings at the top of the page announce each of the four self-contained teaching modules. Within the modules, activities and exercises are easily identified through prominent subheadings. Clarity and continuity is further enhanced through the series-wide use of particular colors and fonts for the various aspects of each chapter. Teacher Interleaf pages are equally well demarked and clearly cross-referenced with the text.</p> <p>Audio: Titles, headings, and subheadings in the <i>Audioscript</i> parallel those in the text. Audio CDs are packaged in a 3-ring binder. The contents of each disc are clearly labeled.</p>

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3. Writing style and vocabulary are appropriate.	<p>TE: In the course of the series, the writing style progresses from single sentence responses, brief notes, short descriptive paragraphs and letter writing to addressing various publics with the writing of reports, advertisements, brochures, newspaper articles, and movie reviews, for example. The student is also introduced to creative writing (e.g. Level I p. 265, Level II p. 179). Vocabulary progresses from functional, relating to practical communication on everyday topics such as family and school, to that enabling discussion, debate, and exposition on complex contemporary issues such as women’s rights (e.g. Level III, Chapter 30).</p> <p>Audio: Vocabulary is introduced naturally in real-life contexts through the chapter video and listening sections which are reinforced and practiced with the parallel Audio Program.</p>
4. Graphics and illustrations are appropriate.	<p>Photos and illustrations support every aspect of the text. Photos of video characters and scenes introduce every chapter (e.g. pp. 142-143 all Levels), vocabulary is frequently presented and practiced through illustrations or photos (e.g. Level I p. 100, Level II pp. 80-83,), bring a visual dimension to listening exercises (e.g. Level I p. 110, Level II p. 130, Level III, p. 194), and assist in reading comprehension (e.g. Level I p. 111). Photos throughout the series also provide glimpses of contemporary and historic sites and figures.</p>

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5. Sufficient activities are provided to promote depth of understanding and development of skills.	<p>Activities in <i>Auf Deutsch!</i> flow in each chapter from receptive to productive. Pre- and post-viewing activities coordinate directly with the video episode to help students gain a thorough comprehension of what they see and hear. Two sections, each with illustrated and thematically grouped vocabulary, expand the vocabulary of the video and provide abundant activities for vocabulary development. Two sections, each introducing a single grammar point, offer a wide range of practice, from controlled exercises to open-ended and creative activities. The chapter culminates in four skills development—: listening activities with follow-up comprehension exercises; <i>Interaktion</i>: speaking activities, such as role-playing, partner conversations, and group discussions; <i>Lies Mal!:</i> reading a wide variety of German texts followed by progressively more sophisticated comprehension and interpretation activities; and <i>Schreib Mal!</i>: a substantial writing exercise using chapter vocabulary and grammatical structures in a personalized context. For all sections of the chapter, Teacher Interleaf pages provide abundant ideas and suggestions for additional activities including creative ideas to address varied learning styles and abilities.</p> <p>Audio: In addition to the video and <i>Hör Mal Zu</i> described above, the audio program provides additional exercises on vocabulary and grammar (e.g. Level II, pp. 33-36).</p>

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Materials present content in an accurate, unbiased manner.	That the content is made up of mini-dramas presenting the language with native Germans in real-life contexts, authentic cultural and historical materials in listening and reading exercises, and threaded with opportunities for students to compare, discuss, debate, and analyze content topics, assures that the student is exposed to the German language and culture in an accurate and unbiased way.
1. Materials do not contain content errors (omissions of current content, out-of-date content, overgeneralizations, etc.).	Content is commensurate with 21 st century German culture, geography, contemporary vocabulary, social issues, and political structure. Also, students engage in activities to recognize overgeneralizations in the form of stereotypes and preconceived perceptions (e.g. Level III p. 220-223).
2. Materials do not contain production errors (misspelled word, word omissions, incorrect answers).	Thoroughly immersed in the materials in the course of developing correlations for four different states, I have not found any productions errors.

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3. The materials use examples from a variety of countries where the language is the native language spoken.	Germany, Switzerland, and Austria are all well represented geographically and culturally. Students are introduced to the German-speaking world (Level I, p. 8), commonalities in German-speaking countries (e.g. typical living quarters, Level I, Chapter 3; fitness, health, and lifestyles, Level I, Chapter 6), distinctive attributes (e. g. tourist attractions in Zurich and Vienna, Level I, Chapter 7); and different viewpoints (e.g. Level II, p. 24, 64). Students are also exposed to a wide variety of German accents and are introduced to dialects (e.g. Level II, p. 211).
4. An appropriate ratio of activities and assessments is provided for listening, speaking, reading and writing skills.	<i>Auf Deutsch!</i> is designed to immerse students in simultaneous four-skills language development. As noted in discussing the organizational features of the program, each chapter includes a dedicated section for each of the four skills. Of further note here, is that activities and exercises within each of the dedicated sections provide practice across the four skills. Reading selections, for example, are followed by comprehension activities requiring both writing and oral discussion. Assessment formats parallel those of the text, providing five-skill exams (the fifth being culture) for each chapter.

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<p>Materials promote student assessment as an integral part of the instruction process.</p>	<p>The <i>Assessment</i> program provides five-skill chapter exams (including culture) in two forms for easy classroom management. For additional assessment support, there are review tests, a midterm, and a final exam for each level.</p>
<p>1. Assessment suggestions and scoring criteria, rubrics or checklists for student performances on work including all four skills, listening, speaking, reading, writing, and culture are provided.</p>	<p>TE oral, written, and creative assignments and projects include grading and criteria rubrics. See, for example, Level II, 96I and 96J. Such rubrics could also be applied to teacher assessment of performance on any written or oral work in the PE.</p>
<p>2. Assessment are included that require students to use higher order thinking to apply, analyze, evaluate, and make decisions or recommendations.</p>	<p>Throughout the series, the TE includes graded assignments and projects requiring progressively more sophisticated thinking. Such activities are found under the rubrics <i>Teaching all Students</i>, <i>Portfolio</i>, and <i>Block Schedule</i>. See, for example, Level I, 108G and 228H at the rudimentary level, progression in Level II, 162J and 228G, and more complex in Level III 116J and 142J). In the formal Assessment program, higher level thinking is applied principally in the speaking and writing components at Level III. For example, on the topic of women’s rights (Chapter 30), or xenophobia (Chapter 35).</p>

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3. Student assessments include evidence of the need for global perspectives and cultural awareness.	Underscoring the importance of global perspectives and cultural awareness, all assessments include a dedicated <i>Kultur</i> component. Inasmuch as the <i>Auf Deutsch</i> series is culture-based, using subject-matters covering a wide array of cultural and historic topics from many different perspectives, these topics also underlie other components of the exams, particularly listening and reading.

