

VENDOR: EMC/Paradigm Publishing INSTRUCTIONAL MATERIALS: Deutsch Aktuell

SUBJECT: Foreign Language (German) COPYRIGHT DATE(S): 1998

SE ISBN: 0-8219-1449-9 TE ISBN: 0-8219-1475-8

COMMENTS: The audio program for this series does not motivate student interest. The CD-ROM program makes learning enjoyable.

**FOREIGN LANGUAGE
SPECIFIC CRITERIA
LEVEL I**

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	I = In-depth A = Adequate M = Minimal N = Nonexistent	(IMR Committee) RESPONSES I A M N
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The level I course in modern foreign languages allows students to comprehend and produce simple, short sentences and ideas using memorized words and phrases in the target language. Topics of reading and conversation center around immediate concerns and interests. Comprehension is generally more developed than language production. Basic communicative tasks are facilitated by memorized patterns, resulting in fewer errors:

The Foreign Language program provides students with opportunities, information, and materials in order to:

A. COMMUNICATIONS

1. Ask and answer questions concerning basic information (e.g., courtesies, greetings, likes and dislikes, personal needs). 1.1,1.4,1.5	___	___	___	___
2. Give and follow written and spoken instructions. 1.3,1.6,1.13	___	___	___	___
3. Produce and comprehend the description of people and/or things in the immediate environment. 1.2,1.10	___	___	___	___
4. Recognize isolated words and phrases in a situational context, short conversations, and narratives (e.g., menus, signs, schedules, advertisements, and song). 1.7, 1.8, 1.9, 1.11, 1.29	___	___	___	___
5. Write and/or recite familiar words or phrases in a variety of situations. 1.14, 1.15, 1.16	___	___	___	___

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B. CULTURES

_____	1. Identify social, geographical and historical factors that impact the target culture. 1.20	___	___	___	___
_____	2. Observe and identify daily routines and common generalizations about the target culture. 1.17,1.18, 1.19	___	___	___	___
_____	3. Be cognizant of artistic, scientific and philosophical contributions of the target culture. 1.21	___	___	___	___
_____	4. Recognize language and behaviors that are/were appropriate to the target culture. 1.22, 1.23	___	___	___	___
_____	5. Compare and contrast native, target, and same-language cultures. 1.24, 1.25	___	___	___	___

C. CONNECTIONS

_____	1. Recognize similarities and differences in the native and target language (e.g., cognates, false cognates, idioms, derivatives, and sound patterns). 1.26, 1.27	___	___	___	___
_____	2. Recognize information and skills common to the foreign language and other disciplines. 1.28	___	___	___	___
_____	3. Identify opportunities to use the target language in the world community. 1.30, 1.31	___	___	___	___

D. MULTIMEDIA

_____	1. Instructional aids (e.g. auditory and written activities, workbooks, blackline testing materials, transparencies and worksheets) at all levels.	___	___	___	___
_____	2. Materials which provide for individualized instruction allowing for different learning styles (e.g. written, tactile, and visual activities), including a teacher's edition and/or ancillary materials.	___	___	___	___
_____	3. Reference materials including a table of contents, footnotes, bilingual glossaries, maps, verb conjugations, other grammar indices, and target language alphabet with appropriate guides and exercises to achieve both	___	___	___	___

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	oral and written proficiency.				
	4. Basic technologies including:				
_____	a) Supplemental materials utilizing Internet sites and related visual technologies.	___	___	___	___
_____	b) Computer software to access information and provide materials for research.	___	___	___	___
_____	c) Video, DVC and/or laser disks to enable viewing and listening to interactions of native speakers.	___	___	___	___

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B. CULTURES

_____	1. Identify and discuss social, geographical, and historical factors that impact the target culture. 2.17	___	___	___	___
_____	2. Identify and discuss daily routines, and common generalizations about the target language. 2.14, 2.15, 2.16	___	___	___	___
_____	3. Be cognizant of the development of artistic, scientific, and philosophical contribution of the target culture. 2.18	___	___	___	___
_____	4. React to language and behaviors that are/were appropriate to the target culture. 2.20	___	___	___	___
_____	5. Compare and contrast native, target, and same-language cultures. 2.21, 2.22	___	___	___	___

C. CONNECTIONS

_____	1. Predict similarities and differences in the native and target cultures and languages (e.g., cognates, false cognates, idioms, derivatives, sound patterns). 2.19, 2.23, 2.24	___	___	___	___
_____	2. Apply information and skills common to the target language and to other disciplines. 2.25	___	___	___	___
_____	3. Identify resources in the world community to use the target language and explore the cultures of the countries in which the target language is spoken. 2.27, 2.28	___	___	___	___

D. MULTIMEDIA

_____	1. Instructional aids (e.g. auditory and written activities, workbooks, blackline testing materials, transparencies and worksheets) at all levels.	___	___	___	___
_____	2. Materials which provide for individualized instruction allowing for different learning styles (e.g. written, tactile, and visual activities), including a teacher's edition and/or ancillary materials.	___	___	___	___
_____	3. Reference materials including a table of contents, footnotes, bilingual glossaries, maps, verb conjugations,	___	___	___	___

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other grammar indices, and target language alphabet with appropriate guides and exercises to achieve both oral and written proficiency.

4. Basic technologies including:

_____	a) Supplemental materials utilizing Internet sites and related visual technologies.	___	___	___	___
_____	a) Computer software to access information and provide materials for research.	___	___	___	___
_____	b) Video, DVC and/or laser disks to enable viewing and listening to interactions of native speakers.	___	___	___	___

VENDOR: EMC/Paradigm Publishing INSTRUCTIONAL MATERIALS: Deutsch Aktuell -- Level 3

SUBJECT: Foreign Language (German) COPYRIGHT DATE(S): 1999

SE ISBN: 0-8219-1701-3 TE ISBN: 0-8219-1702-1

COMMENTS: Video series does not correspond to the text chapters. Good use of target language is evident.

**FOREIGN LANGUAGE
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LEVEL III**

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		I	A	M	N

The level III course prepares students to develop a more sophisticated understanding of the target language and culture. The student will have a greater exposure to authentic materials, both oral and written, in the target language and will be able to interpret appropriate behaviors and gestures in the language use.

The Foreign Language program provides students with opportunities, information, and materials in order to:

A. COMMUNICATIONS

_____	1. Facilitate usage of complex structures to exchange and support ideas, opinions, and descriptions. 3.1, 3.2, 3.5	___	___	___	___
_____	2. Understand and articulate the main idea of authentic aural and written materials. 3.3, 3.4, 3.24	___	___	___	___
_____	3. Use the target language to take notes, to write brief paraphrases of written material, and to write prose, poetry, and essays. 3.9, 3.10, 3.11	___	___	___	___
_____	4. Give oral reports. 3.6	___	___	___	___
_____	5. Produce and complete authentic forms of written communication (e.g., documents, post cards, letters, telephone messages, e-mail). 3.7, 3.8	___	___	___	___

B. CULTURES

_____	1. Examine and analyze social, geographical, and historical factors that impact the target cultures. 3.15	___	___	___	___
_____	2. Explain the significance of daily routines and common	___	___	___	___

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_____	generalizations about the target language. 3.12, 3.13, 3.14				
_____	3. Discuss the development of artistic, scientific and philosophical contributions of the target cultures in relationship to their historical aspect. 3.16	___	___	___	___
_____	4. Produce language and behaviors that are appropriate to the target culture. 3.18	___	___	___	___
_____	5. Compare, contrast, and analyze practices among native, target, and same-language cultures. 3.19, 3.20	___	___	___	___

C. CONNECTIONS

_____	1. Discuss structural similarities and differences between native and target languages (e.g., cognates, false cognates, idioms, derivatives, sound patterns, and non-verbal communication). 3.17, 3.21, 3.22	___	___	___	___
_____	2. Identify and transfer information and skills which can be applied to other disciplines. 3.23	___	___	___	___
_____	3. Identify resources in the world community to experience the target language and culture. 3.25, 3.26	___	___	___	___

D. MULTIMEDIA

_____	1. Instructional aids (e.g. auditory and written activities, workbooks, blackline testing materials, transparencies and worksheets) at all levels.	___	___	___	___
_____	2. Materials which provide for individualized instruction allowing for different learning styles (e.g. written, tactile, and visual activities), including a teacher's edition and/or ancillary materials.	___	___	___	___
_____	3. Reference materials including a table of contents, footnotes, bilingual glossaries, maps, verb conjugations, other grammar indices, and target language alphabet with appropriate guides and exercises to achieve both oral and written proficiency.	___	___	___	___
_____	4. Basic technologies including:				
_____	a) Supplemental materials utilizing Internet sites and	___	___	___	___

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related visual technologies.

b) Computer software to access information and provide materials for research.

___ ___ ___ ___

c) Video, DVC and/or laser disks to enable viewing and listening to interactions of native speakers.

___ ___ ___ ___